

STATE COLLEGES FOR NEBRASKA



STRATEGIC PLAN **2025**



Nebraska State
College System

CHADRON | PERU | WAYNE

JANUARY, 2024 UPDATE

CHANCELLOR'S MESSAGE



Nebraska State
College System



CHADRON
STATE COLLEGE



Published: January, 2024



Over the past year, our commitment at the State Colleges to serve first-generation and Pell-eligible students has remained steadfast. In partnership with the Legislature, we collaborated with our education partners in championing LR335, a groundbreaking initiative aimed at establishing an official 70% Attainment Goal for Nebraska. This initiative is designed to ensure that all citizens, especially those from underserved backgrounds, obtain credentials beyond high school to excel in the evolving global economy. Our partnership with the Department of Education, University System, Community Colleges, and State Colleges underscores a comprehensive approach to achieving the 70% attainment target for the 24-35 year-old workforce by 2030. This multifaceted strategy involves improving high school graduation rates, encouraging a higher percentage of Nebraska high school graduates to pursue post-graduation educational opportunities, fostering enrollment in Nebraska postsecondary

institutions, enhancing retention rates beyond the first year, increasing graduation rates (especially the 4-year rate), and ensuring a greater percentage of students secure employment in Nebraska post-graduation.

In alignment with these objectives, the 2025 NSCS Strategic Plan, approved by the Board of Trustees in 2019, strategically outlines outcomes and performance metrics. The collaboration between the State Colleges, the Governor, and the Legislature has led to the expansion of the Career Scholarship program, offering meaningful financial incentives for students to pursue High Demand, High Wage, and High Skill (H3) degree programs aligned with the State's workforce needs. Last year, generous support from the Governor and Legislature also helped provide essential resources to partially fund the Rural Health Opportunity Program (RHOP), ensuring its sustainability and potential expansion in the future.

Each State College has developed unique initiatives to address workforce shortages in specific areas, such as Chadron State College's Rural Business Leadership Initiative, Peru State College's Leadership Corrections Program, and Wayne State College's Growing Together program. These initiatives not only boost enrollment but also foster meaningful work experiences with local businesses and industries. The ongoing work through internNE Powered by Aksarben is poised to serve as a valuable resource, encouraging Nebraska businesses to expand their internship opportunities, aligning closely with the ongoing efforts across our programs.

Notably, the success of these programs has resulted in State College students achieving placement rates exceeding 80%, with more than 83% of graduates from Chadron, Peru, and Wayne State employed in Nebraska one year after graduation. Our core outcomes, focusing on Student

Success and Completion, Academic and Institutional Quality, Workforce and Economic Development, and Access and Affordability (especially for first-generation and Pell-eligible students), continue to drive significant improvements. Ongoing support from the Legislature has enabled us to hold tuition increases to a minimum, with a five-year average annual increase of just 1.7%.

In the face of nationwide enrollment challenges in higher education, our State Colleges have defied the trend, experiencing an impressive 6% increase in enrollments over the past five years. Looking ahead, Chadron, Peru, and Wayne State Colleges are uniquely positioned to expand efforts to meet Nebraska's educational and workforce needs, particularly in rural areas. I am eager to contribute to these endeavors as we strive to meet and surpass the benchmarks set for each of the twenty performance metrics outlined in our 2025 Strategic Plan.

Paul Turum

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OVERVIEW

The development of the 2025 Strategic Plan for the Nebraska State College System aimed to address a pivotal question: “What outcomes do stakeholders in Nebraska expect for the resources allocated to Chadron, Peru, and Wayne State Colleges?” Over a span of six months, a 36-member task force, comprising of faculty, staff, students, administrative leadership, and alumni, collaborated to create a strategic planning framework in response to this question.

Throughout these discussions, four key outcomes were refined and operationalized to align seamlessly with the mission and vision of each College. These outcomes are:

- **Student Success & Completion**
 - Ensure all students receive

necessary support and resources to enable successful progression and on-time degree completion.

- **Institutional & Academic Quality** – Deliver an array of high-quality academic programs and curricular activities that successfully prepare students for the range of careers they will experience after graduation.
- **Workforce & Economic Impact**
 - Expand capacity for the Colleges to produce graduates who meet the workforce needs for Nebraska and to strengthen the Colleges’ role as change agents for the rural communities they serve.

- **Access & Affordability** – Preserve the open-access mission providing all students with an equitable opportunity to pursue affordable undergraduate and graduate degree options in Nebraska.


These outcomes are aligned to a set of twenty performance metrics designed to drive initiatives at both the College and System levels. As these metrics were refined, trends from the past decade were evaluated to gauge the current trajectory. Positive trends were leveraged to set specific benchmarks for the System by 2025, while for other metrics, identified gap groups highlight the imperative of critical growth in serving underrepresented student populations over the next six

years. Where undesirable trajectories were observed, performance goals were established to redirect the System towards improvement.

A common concern in strategic planning is the risk of the outcomes being forgotten once the process concludes. To counteract this, the outlined approach was adopted. This report, serving as the fourth installment of the 2025 Strategic Plan, highlights progress made on thirteen (65%) of the performance metrics in the past year. The color-coded indicators on the scorecard—green, yellow, and red—offer guidance on areas requiring additional attention in the upcoming year to meet the established benchmarks.

GOAL: **Student Success and Completion**

Ensure all students receive the necessary support and resources to enable successful progression and on-time degree completion



1,910
DEGREES AWARDED DURING
THE 2022-23 YEAR BY THE
STATE COLLEGES



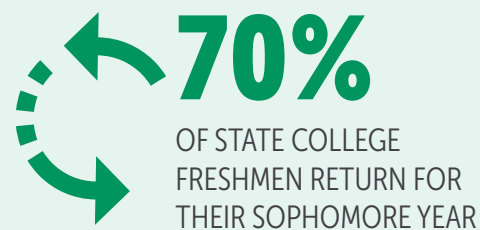
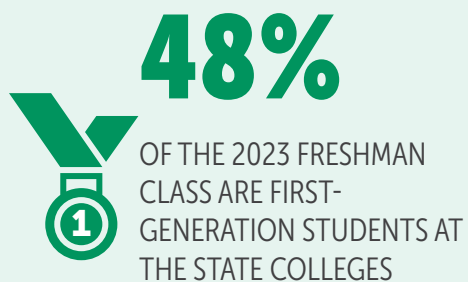
414
TRANSFER DEGREES
AWARDED IN 2022-23

Ensuring students are successfully navigating toward degree completion is a fundamental responsibility for any post-secondary institution. The State Colleges have established the Student Success & Completion outcome to facilitate timely progression for all students within the System. To gauge the Colleges' success through 2025,

six performance metrics have been identified. One crucial preliminary indicator is first-year student retention, which ensures that students effectively overcome the challenges they may face during their freshman year. Moreover, increasing the overall graduation rate for students signifies the State Colleges' commitment to assisting students

in achieving degree attainment and entering the workforce in their chosen careers. The State Colleges are also dedicated to addressing the significant retention and degree attainment gap for many Pell Eligible students served each year. To meet Nebraska's workforce needs and remain economically competitive globally, there is a necessity

to increase graduate production. The Colleges aim to achieve this by expanding their traditional student populations and setting goals for the growth of transfer students who earn their degrees from each of the three State Colleges.

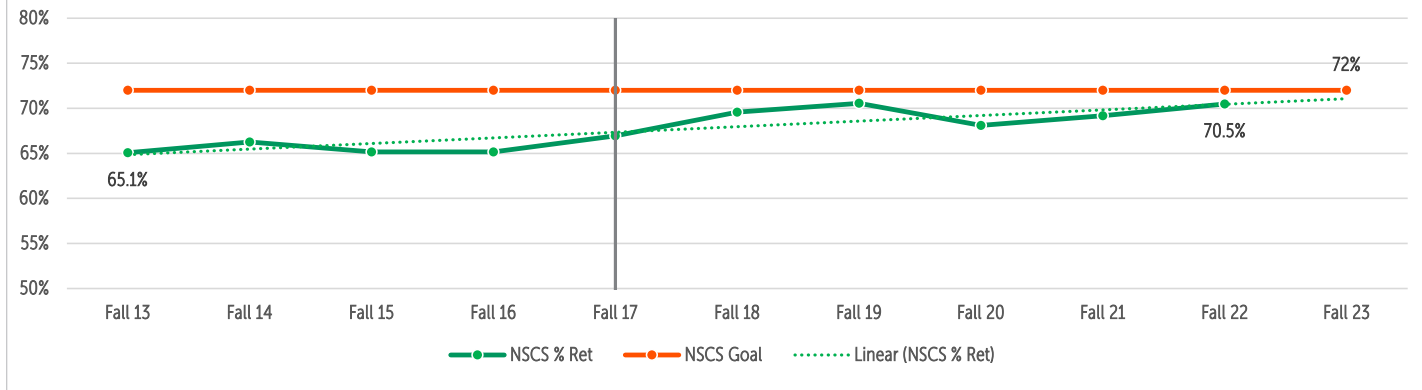


Student Retention Rates¹

INDICATOR 1

The percentage of first-time, full-time students retained at the State Colleges has remained relatively consistent at just above 65% over the past decade. The trend for retention continues to increase as the Colleges experienced a 1.3% increase in retention rate of the Fall 2021 cohort in the Fall 2022, resulting in an overall retention rate of 70.5%.

**FIGURE 1: Fall-to-Fall Student Retention Rates
Nebraska State College System**



A central mission of the State Colleges is to provide degree program offerings for a traditional age freshman in the region. A large percentage of NSCS freshmen students entering each year identify as first-generation students, who face significant barriers as they transition into their post-secondary experience. Providing student support services to assist with this transition is vital to ensure a successful first-year experience

and lay the foundation for future on-time degree completion. The State Colleges engage in a variety of initiatives designed to increase retention rates for all students. These include transitional course support, intrusive advising, and services that increase self-efficacy and resilience. These activities are critical in helping students overcome the range of personal and academic challenges they face on their pathways toward earning

their degrees. The goal of reaching 72% by 2025 was established by evaluating data available through The Consortium for Student Retention and Data Exchange (CSRDE)² which has set this benchmark for comparing the three State Colleges against respective peers with similar student characteristics.

Progress Toward Goal:

- 1.3% Increase (1-Year Δ)
- 3.5% Increase (Baseline Δ)

CHADRON STATE COLLEGE

Focus on Retention Efforts

Chadron State College continues to take strategic steps to improve student retention, resulting in an overall first-year retention rate of 70% for the Fall 2022 term. CSC students benefit from a Peer Mentorship Program, which was established in 2019, and the Transitional Studies Program and TRIO continue to impact at-risk students. The College uses a relational and intrusive advising model for students, as well as hosts a training program for faculty. Acknowledging the faculty's vital role in retention efforts, annual evaluations have included a goal related to retention or recruitment.



Photo courtesy of Wayne State College

College Level Data

CSC PSC WSC Peers

FIGURE 1A: Fall-to-Fall Student Retention Rates by College

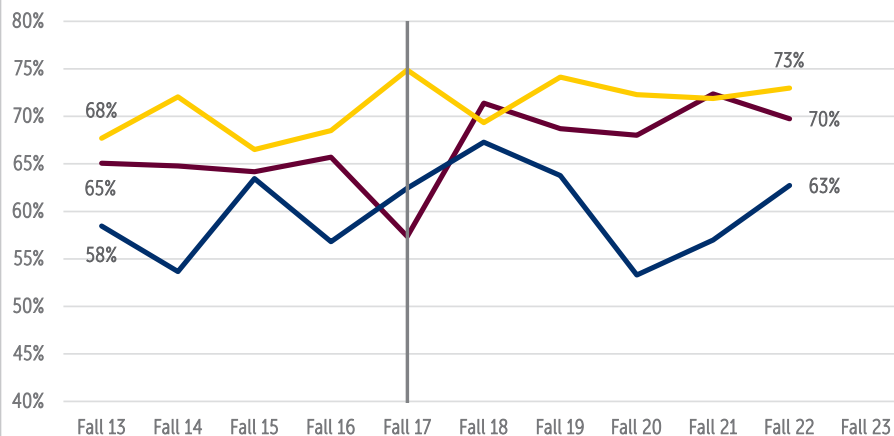


TABLE 1: Student Success & Completion: Student Retention Rates

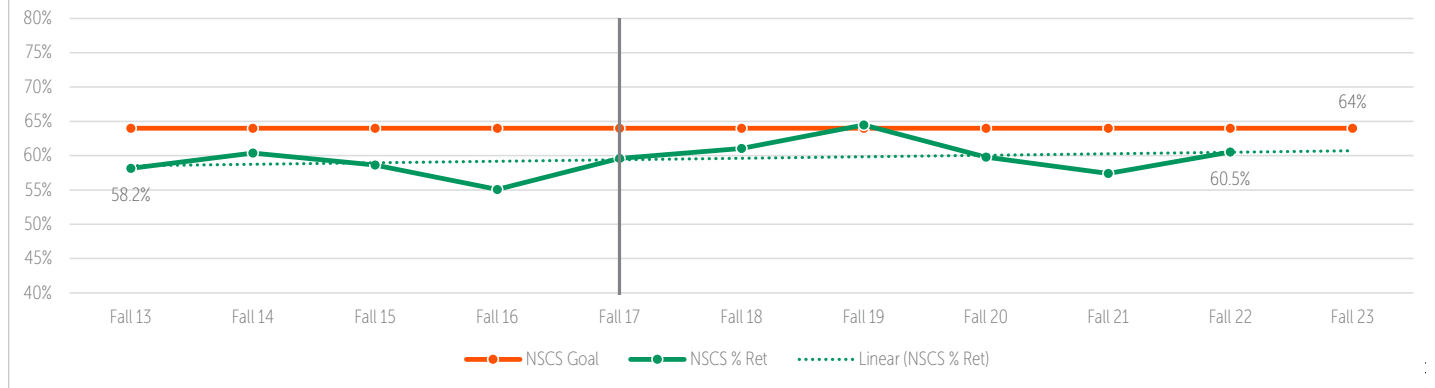
	Cohort	CSC	PSC	WSC	System
	Fall 13	65%	58%	68%	65.1%
	Fall 14	65%	54%	72%	66.3%
	Fall 15	64%	63%	67%	65.2%
	Fall 16	66%	57%	69%	65.2%
Baseline	Fall 17	57%	62%	75%	66.9%
	Fall 18	71%	67%	69%	69.6%
	Fall 19	69%	64%	74%	70.6%
	Fall 20	68%	53%	72%	68.1%
	Fall 21	72%	57%	72%	69.2%
	Fall 22	70%	63%	73%	70.5%

Pell-Eligible Student Retention Rates

INDICATOR 2

The overall number of Pell-Eligible students retained in the State College System has increased gradually over the past decade, achieving one of its highest retention rates for the Fall 2019 cohort. Over the past year, the System has experienced a 3.1% increase after a two-year decline due to the impact of the pandemic. While the success achieved prior to the pandemic helped the System close the gap and hit the desired benchmark set by the Strategic Plan Task Force, greater emphasis has been placed on the retention of Pell-Eligible students to return to these levels and effectively eliminate the gap that exists for these students and the general student population.

**FIGURE 2: Pell-Eligible Student Retention Rates
Nebraska State College System**



A central goal of the Nebraska State College System is to provide an affordable and open access high education option for Nebraska students, indicating the three Colleges will be the institutions of choice for a higher percentage of low-income and first-generation students. Many of these students are likely to be Pell-Eligible, which requires additional financial and

support services to ensure these students can successfully navigate the first-year experience at their institution of choice. Eliminating the existing gap in Pell-Eligible student retention has been identified as an important metric to ensure future retention rates for this specific student population to mirror the traditional student population across the System. The goal through 2025

is to make progress toward slowly eliminating this gap for this subset of students and increase the retention rate to 64% to bring it closer in line with the current rate for first-time, full-time cohorts that attend the State Colleges.

Progress Toward Goal:

- 3.1% Increase (1-Year Δ)
- 0.9% Increase (Baseline Δ)



Photo courtesy of Chadron State College

NEBRASKA STATE COLLEGES

Tuition Guarantee Provides Financial Relief to Students

Emphasizing our Colleges’ rich tradition of accessible and affordable education for Nebraska students, the Tuition Guarantee is pivotal in addressing workforce needs, spanning rural areas and the entire state. The Nebraska State College Tuition Guarantee specifically benefits Pell-Eligible Nebraska students, offering tuition-free enrollment at Chadron State, Peru State, or Wayne State College. Applicable to returning, transfer, and new full-time undergraduates, this program eliminates financial barriers, particularly for those concerned about accruing substantial debt. With a clear focus on simplicity, the Tuition Guarantee opens avenues for students, especially those who are first-generation, providing a direct pathway to high-demand careers in Nebraska. This initiative stands as a beacon, ensuring that aspiring individuals can pursue a four-year degree without financial constraints, fostering educational and career opportunities.

College Level Data

CSC PSC WSC Peers

FIGURE 2A: Pell-Eligible Student Retention Rates by College

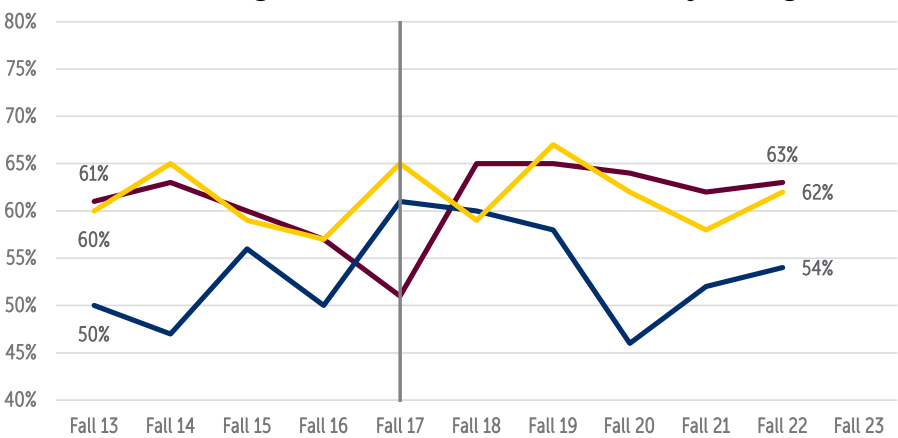


TABLE 2: Pell-Eligible Student Retention Rates

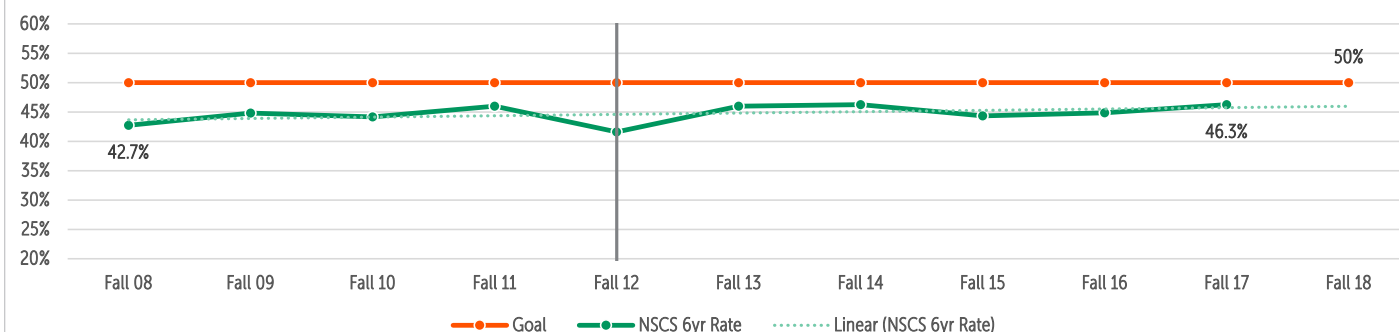
	Cohort	CSC	PSC	WSC	System
	Fall 13	61%	50%	60%	58.2%
	Fall 14	63%	47%	65%	60.4%
	Fall 15	60%	56%	59%	58.6%
	Fall 16	57%	50%	57%	55.1%
Baseline	Fall 17	51%	61%	65%	59.6%
	Fall 18	65%	60%	59%	61.0%
	Fall 19	65%	58%	67%	64.5%
	Fall 20	64%	46%	62%	59.8%
	Fall 21	62%	52%	58%	57.4%
	Fall 22	63%	54%	62%	60.5%

Undergraduate Degree Completion Rates (6 Year)

INDICATOR 3

The State Colleges had established overall six-year graduation rates over the past decade at a rate of roughly 45% for first-time, full-time undergraduate students finishing their degree within the 150% estimates used by the National Center for Educational Statistics (NCES). The Colleges continued on an upward trajectory for the Fall 2017 cohort, increasing 1.4% over the Fall 16 cohort's completion rate to 46.3%. Additional attention will be needed by the System to continue this momentum toward the established 50% goal.

FIGURE 3: Undergraduate Degree Completion Rates by College (6 Year) Nebraska State College System



Completion rates serve as a cumulative measure of an institution's entire academic enterprise, as activities related to affordability, admission practices, available grant/aid, curriculum, academics, and student support services ultimately affect cumulative completion rates. Additionally, though a six-year graduation rate of under 50% may not seem significant, it is important to note the current rate for the Nebraska State College System is strong

considering the open-access mission across the Colleges. All three State Colleges report a rate either near or significantly above the rates maintained by other open admission peers across the country.³ Despite this comparison against peer institutions, the Nebraska State College System seeks to improve upon the overall graduation rate by five percent through 2025, with a goal of achieving a 50% completion rate for the undergraduate cohort that entered each College during

the Fall 2018 term. The pandemic has certainly interfered in the Colleges' efforts to keep students on pace to complete their degrees as initially intended. The percentage of students who did not complete a degree this past year will continue to have an opportunity to earn their degrees, albeit outside the six-year reporting window.

Progress Toward Goal:

- 1.4% Increase (1-Year Δ)
- 4.7% Increase (Baseline Δ)

WAYNE STATE COLLEGE

Advancements in Student Success and Retention

Wayne State strategically allocates available resources to enhance student retention and graduation rates, showcasing a 4% improvement in the four-year graduation rate and achieving a commendable 73% retention rate for first-to-second-year students. A pivotal advancement is the \$2.125-million grant obtained from the U.S. Department of Education under the Title III Strengthening Institutions program in 2021. Over the next five years, this grant empowers Wayne State to significantly narrow student performance gaps, boost the percentage of returning students, and elevate graduation rates. Wayne State's commitment to student success, affordability, and fostering a close-knit, diverse community positions it as the preferred choice for Nebraska's first-generation, low-income, and rural students. Anticipating evolving demographics in the State, Wayne State will strategically allocate funds to implement comprehensive academic success plans both inside and outside the classroom.



Photo courtesy of Peru State College

College Level Data

CSC PSC WSC Peers

FIGURE 3A: Undergraduate Degree Completion Rates by College (6 Year)

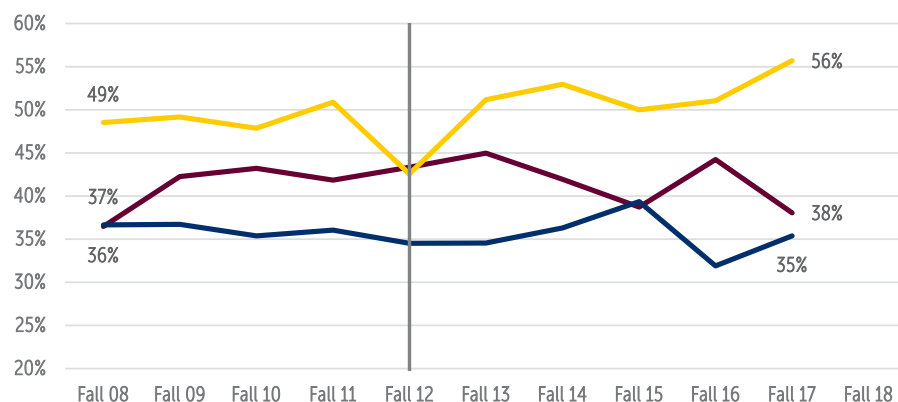


TABLE 3: Undergraduate Degree Completion Rates (6 Year)

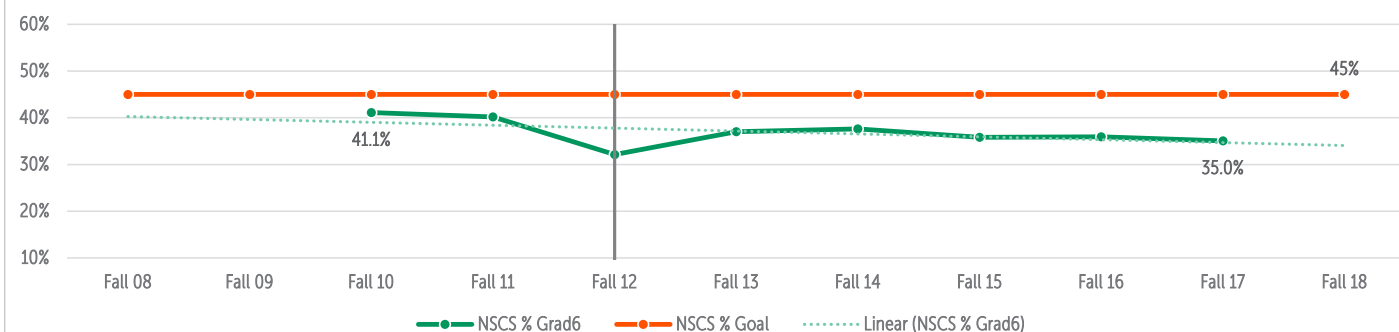
	Cohort	CSC	PSC	WSC	System
	Fall 08	36%	37%	49%	42.7%
	Fall 09	42%	37%	49%	44.8%
	Fall 10	43%	35%	48%	44.2%
	Fall 11	42%	36%	51%	46.0%
Baseline	Fall 12	43%	35%	43%	41.6%
	Fall 13	45%	35%	51%	46.0%
	Fall 14	42%	36%	53%	46.2%
	Fall 15	39%	39%	50%	44.3%
	Fall 16	44%	32%	51%	44.9%
	Fall 17	38%	35%	56%	46.3%

Pell-Eligible Undergraduate Degree Completion Rates (6 Year)

INDICATOR 4

Similar to the goals outlined for Indicator 2 for improving retention rates for Pell-Eligible students, the State Colleges seek to improve upon the completion rates for this critical gap group of undergraduate students. Completion rates for Pell-Eligible students have only been maintained since the 2010 graduating cohort at all three Colleges, and trends demonstrate a decline in the success of these students and a sizable gap growing between Pell-Eligible and traditional first-time, full-time cohorts. The most recent System average declined 0.9% when compared to the Fall 2016 cohort at 35%.

FIGURE 4: Pell-Eligible Undergraduate Degree Completion Rates (6 Years) Nebraska State College System



Retention rates for Pell-Eligible students reflected roughly a 6-7% gap between Pell-Eligible and all students in the cohort. This divide continues to exist when evaluating graduation trends at the six-year mark. Similar to the approach outlined for Pell-eligible student retention, the goal is to slowly eliminate this gap through 2025 by increasing the six-year graduation

rate for this group of students to 45%. Failure to complete a degree is detrimental for any student, considering the potential financial investment in credit hours that have not resulted in a credential. This is even more critical for low-income students who have the fewest resources to contribute toward educational costs, despite the resources made available through

Federal Pell funding. Providing additional grant/aid, targeted student and academic support services, and delayed administrative withdrawals are all strategies that the Colleges can use to improve graduation rates for this population of students.

Progress Toward Goal:

- 0.9% Decrease (1-Year Δ)
- 2.9% Increase (Baseline Δ)



Photo courtesy of Chadron State College

CHADRON STATE COLLEGE

Providing Financial Support for Pell-Eligible Students

Chadron State College continues to reduce the financial stress on families who are unable to assist with paying for college. Chadron State has shifted to front-loading of supplemental gift aid to first- and second-year Pell-Eligible students to help reduce their need to borrow. Chadron State began offering its need-based Premier Scholarship in Fall 2022 to students who have unmet financial needs. The College has implemented Eagles 360, an online platform that assists faculty and staff in identifying at-risk students; connects students with support initiatives; and improves student care, persistence, and retention.

College Level Data

FIGURE 4A: Pell-Eligible Undergraduate Degree Completion Rates by College (6 Years)

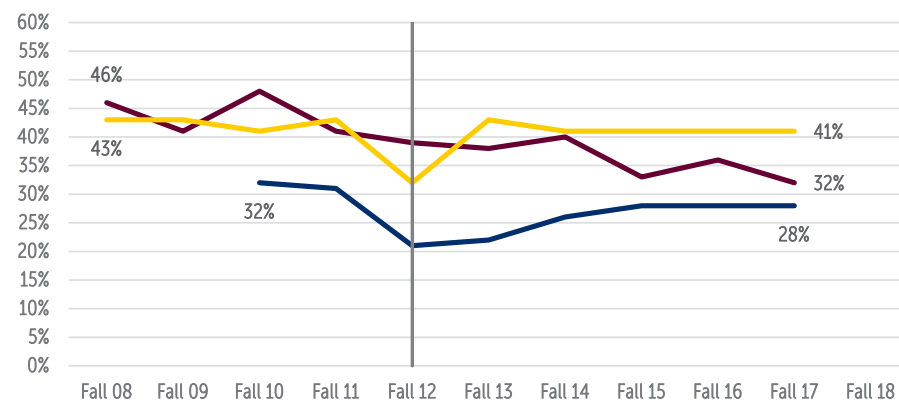


TABLE 4: Pell-Eligible Undergraduate Degree Completion Rates (6 Years)

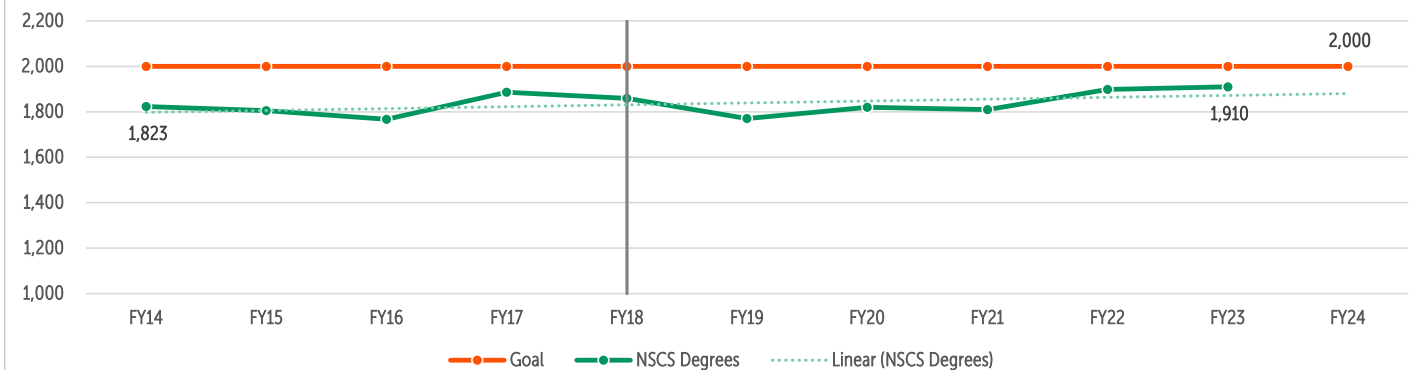
	Cohort	CSC	PSC	WSC	System
	Fall 08	46%		43%	
	Fall 09	41%		43%	
	Fall 10	48%	32%	41%	41.1%
	Fall 11	41%	31%	43%	40.2%
Baseline	Fall 12	39%	21%	32%	32.1%
	Fall 13	38%	22%	43%	37.0%
	Fall 14	40%	26%	41%	37.6%
	Fall 15	33%	28%	41%	35.8%
	Fall 16	36%	28%	41%	35.9%
	Fall 17	32%	28%	41%	35.0%

Total Degrees Awarded, Undergraduate/Graduate

INDICATOR 5

The total number of undergraduate and graduate degrees awarded in the Nebraska State College System has averaged around 1,750 students each year during the past decade, with the baseline set at 1,859 for FY18. Graduate production fell slightly in FY19, increased in FY20, held in FY21, increased in FY22, and held in FY23. The system is currently 90 degrees away from meeting the annual award production goal of 2,000 degrees by 2025.

FIGURE 5: Total Degrees Awarded, Undergraduate/Graduate Nebraska State College System



Considering the desire to increase educational attainment rates in Nebraska, a significant need to increase overall graduate production exists to achieve a 70% attainment goal. Degrees awarded at the three State Colleges are often a direct function of enrollment. However, despite slight or moderate declines in enrollment over the past decade, the Nebraska State College System has gradually increased the total number of degrees awarded. In FY09 through FY12, the total number

of degrees awarded ranged between 1,855 and 1,678 per year, yet FY12 through FY17 has resulted in steady growth to more than 1,886 degrees awarded per year, which was a System high across undergraduate and graduate programs. While the past few years have resulted in lower numbers than the established baseline, the overall number of 1,910 degrees awarded for FY23 places the System at only 90 degrees away from meeting the annual graduate production goal of 2,000 degrees by

2025 to assist the State in meeting its degree attainment outcomes and increasing the number of Nebraska residents who have the necessary credentials to meet the State's future workforce and economic development objectives.

Progress Toward Goal:

- Increase of 12 degrees awarded (1-Year Δ)
- Increase of 51 degrees awarded (Baseline Δ)

WAYNE STATE COLLEGE

Student-Success Focus Yields Results

Wayne State College's Dynamic Partnerships and Innovative Tools Drive Student Success. Through strong alliances with industry leaders, the College remains responsive to Nebraska's evolving workforce needs. This commitment has resulted in an enriched array of graduate and undergraduate programs, meeting external demands and amplifying the total degrees awarded. The Academic Advising Center plays a central role in aiding students through academic challenges. Leveraging cutting-edge tools like Pharos360, the College enhances coordination across academic units, enabling early identification of students in need. Pharos360's real-time grade and attendance insights empower advisors to provide timely, personalized interventions crucial for student success. Wayne State College's proactive efforts have cultivated a campus culture dedicated to realizing students' dreams of earning a college degree.



Photo courtesy of Peru State College

College Level Data

■ CSC ■ PSC ■ WSC ■ Peers

FIGURE 5A: Total Degrees Awarded, Undergraduate/Graduate by College

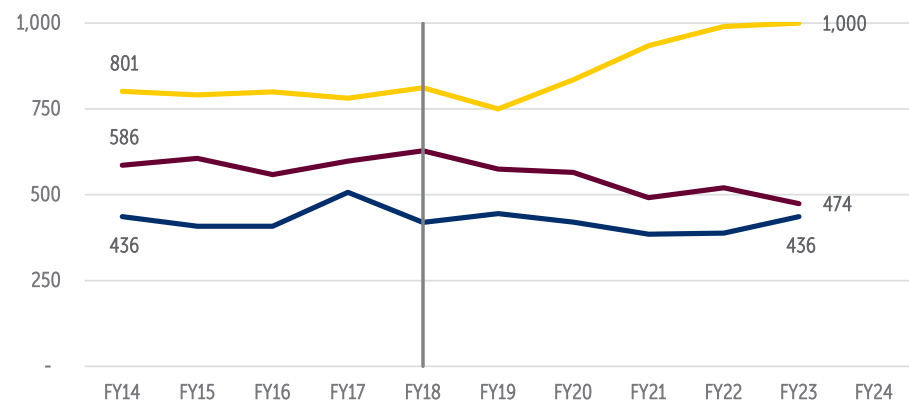


TABLE 5: Total Degrees Awarded, Undergraduate/Graduate

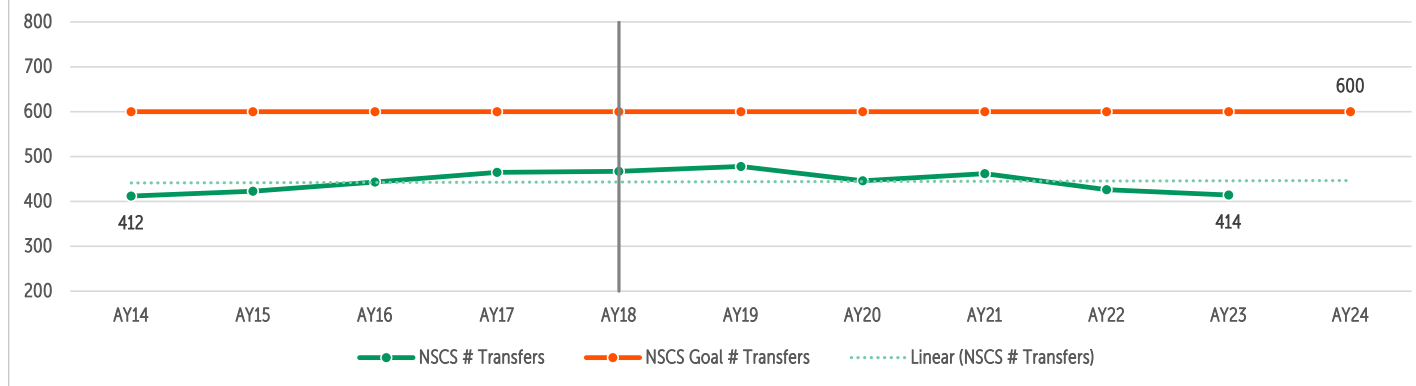
Fiscal Year	CSC	PSC	WSC	System
FY14	586	436	801	1,823
FY15	606	408	791	1,805
FY16	559	408	800	1,767
FY17	598	507	781	1,886
Baseline FY18	628	419	812	1,859
FY19	575	445	750	1,770
FY20	565	420	835	1,820
FY21	491	385	934	1,810
FY22	520	388	990	1,898
FY23	474	436	1,000	1,910

Total Degrees Awarded, Transfer Students

INDICATOR 6

Graduation and retention rates draw primarily upon the first-time, full-time student populations and fail to capture an important subset of students who impact degree production in the Nebraska State College System. Over the past ten years, transfer students have represented an increasing share of the degrees awarded. The System experienced a high of 478 degrees completed by transfer students in AY19, but the past two years have reflected a decrease in the number of transfer graduates from 462 in AY21 to 414 in AY23.

FIGURE 6: Total Degrees Awarded, Transfer Students Nebraska State College System



The trend in higher education today is for a vast majority of the students who walk across the stage at graduation to have earned credit from a college or university other than the one awarding the degree. While a portion of these credits reflects first-time, full-time students who supplement credits from other colleges or universities, a growing number reflect swirling or transfer students who began their academic journeys elsewhere. A portion of these represent students

who completed an associate degree at a community college, signifying the critical importance of structured 2 + 2 programs and articulation agreements between institutions. Others represent students who, after earning credit, transfer due to lack of fit, change in academic pathway, or life circumstances that may place-bound a student to a new geographic location. Regardless, assisting these students through the course-by-course equivalency process, offering effective academic

advising, and providing the necessary financial support are critical for ensuring a larger number of students can achieve degree completion. The goal of the State College System is to increase the total number of transfer students who complete a degree by an additional 26% to a total of 600 by 2025.

Progress Toward Goal:

- Decrease of 12 degrees awarded (1-Year Δ)
- Decrease of 53 degrees awarded (Baseline Δ)



Photo courtesy of Wayne State College

PERU STATE COLLEGE

Student Success for Transfer Students

Peru State College is committed to transfer student success. The College's unique mix of programs and opportunities provides transfer students the right tools to complete their degrees. Articulation agreements and numerous publicized transfer equivalencies start students on the path for academic success. The proactive approach to advising and specifically tailored transfer student orientation helps connect students to available resources on campus. Personal communication keeps online transfer students on track if they receive academic alerts or miss deadlines.

At Peru State, transfer student retention and persistence remain high, with more than 82% of transfer students returning for their second term of coursework.

College Level Data

■ CSC ■ PSC ■ WSC ■ Peers

FIGURE 6A: Total Degrees Awarded, Transfer Students by College

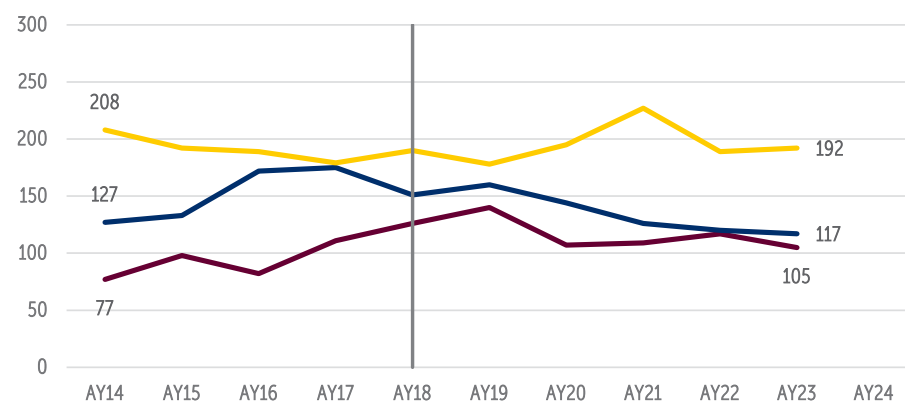


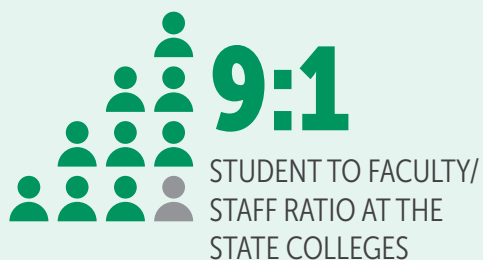
TABLE 6: Total Degrees Awarded, Transfer Students

Academic Year		CSC	PSC	WSC	System
	AY14	77	127	208	412
	AY15	98	133	192	423
	AY16	82	172	189	443
	AY17	111	175	179	465
Baseline	AY18	126	151	190	467
	AY19	140	160	178	478
	AY20	107	144	195	446
	AY21	109	126	227	462
	AY22	117	120	189	426
	AY23	105	117	192	414

GOAL:

Institutional and Academic Quality

Deliver an array of high-quality academic programs and curricular activities that successfully prepare students for the range of careers they will experience after graduation.

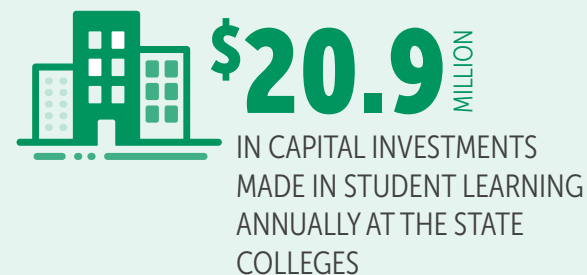
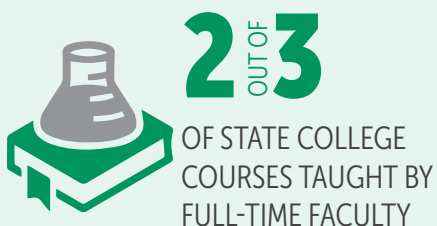


At the core of all post-secondary institutions is the foundational goal of effectively preparing students to successfully complete their chosen degree programs. Stakeholders anticipate both institutional and academic excellence in the development of these educational programs, ensuring a curriculum that is rigorous and engaging, delivered by highly qualified faculty and

staff. To gauge success in maintaining institutional and academic quality through 2025, four performance metrics have been identified. Firstly, a key tenet driving the curriculum's educational opportunities is a strong reliance on applied, authentic, and engaging experiences. The Colleges aim to enhance this applied learning approach by increasing the participation of

students in academic-based experiential learning activities annually. Recognizing that students thrive in environments mirroring the technological and resource aspects of their future workplaces, it is crucial to sustain capital investments in infrastructure supporting student learning. The final two performance metrics highlight the level of engagement and credentials of the faculty and staff

who interact with students on a day-to-day basis. The State Colleges maintain a low faculty-to-student ratio and a high percentage of coursework delivered by full-time faculty across the System, fostering success for the diverse student population they serve.

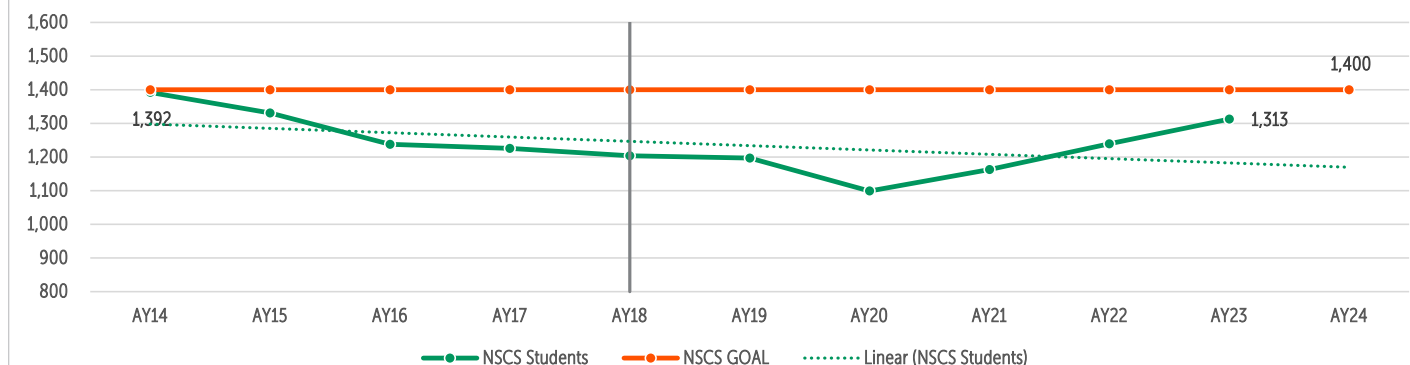


Students Completing Academic Experiential Learning Activities

INDICATOR 7

The number of students who completed one or more academic experiential learning activity, such as field experiences, internships, work-based learning placements, and shadowing, has decreased slightly over the past decade across the State Colleges. Over the past three years, however, this trend has reversed as the number of students participating in this range of activities increased by 19% compared to AY20.

**FIGURE 7: Students Completing Academic Experiential Learning Activities
Nebraska State College System**



A growing number of degree programs encourage students to participate in some form of experiential learning activity prior to graduation. Similar to fields like Education and Nursing, student teaching or clinical experience provides opportunities for students to engage in authentic experiences in their career areas while presented in an environment guided by trained faculty and mentors. Exposure to these real-world applied experiential learning opportunities provides students with opportunities to apply theory to practice, connect with regional employers, and further solidify their interest in their

chosen degree programs. While the term used to encapsulate these experiential learning activities (i.e., internships, practicum, clinical, cooperative educational experience, student teaching) vary by discipline, the intended outcomes remain the same. Additionally, research indicates that students who participate in paid internships or cooperative experiences with employers before graduation have a 68.3% likelihood of receiving an employment offer with those same companies.⁴ New State investments in programs like the Career Scholarships and the Corrections Leadership Scholarships are built on this premise. Increasing

the number of State College students who engage in experiential learning opportunities prior to graduation positively impacts placement rates for these students in Nebraska. The benchmark for this metric was set at 1,400 as a stretch goal for improving the number of students engaged in academic-based experiential learning activities each year by 2025.

Progress Toward Goal:

- 74 more experiential learning opportunities (1-Year Δ)
- 109 more experiential learning opportunities (Baseline Δ)

WAYNE STATE COLLEGE

Innovating Education with Career Scholars Cooperative Program

Tailored for ambitious students, this Wayne State program offers a unique senior-year experience in Norfolk, Grand Island, and Columbus, blending classroom education with practical work for college credit. Aligned with degrees in business, information technology, electronic media, journalism, criminal justice, and industrial technology, the program enhances affordability with scholarships ranging from \$2,500 to \$15,000 annually for tuition and housing. This immersive year-long initiative contributes to Nebraska's workforce and economic development, creating a symbiotic relationship between students and local businesses. Participants spend their senior year in selected communities, working 30 hours per week in paid positions aligned with their degrees, earning 18 credit hours, and benefiting from mentorship, enriching their educational journey while preparing them for successful careers



Photo courtesy of Chadron State College

College Level Data

■ CSC ■ PSC ■ WSC ■ Peers

FIGURE 7A: Students Completing Academic Experiential Learning Activities by College

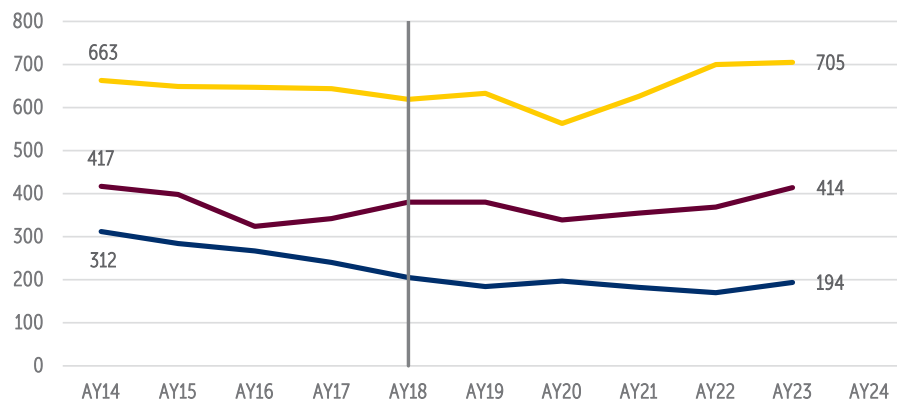


TABLE 7: Students Completing Academic Experiential Learning Activities

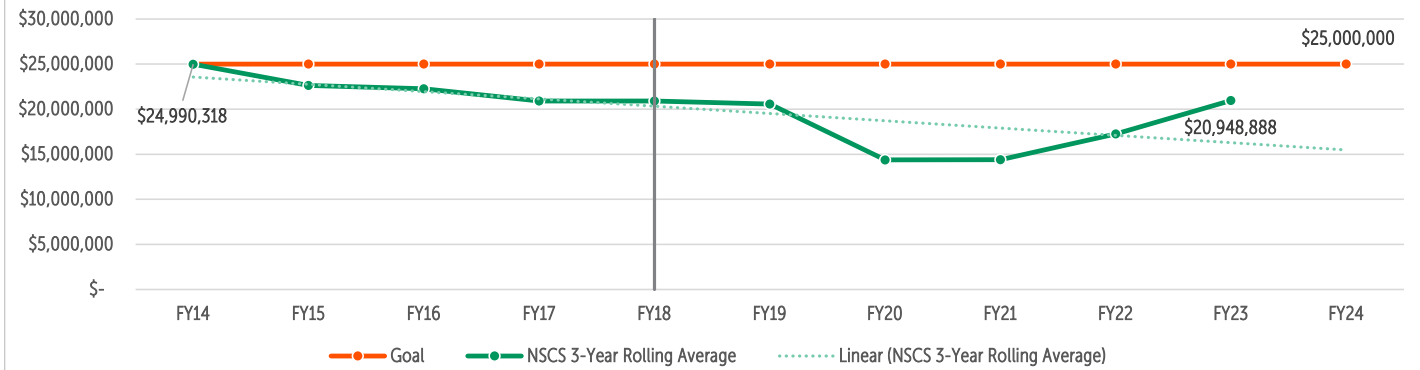
Academic Year		CSC	PSC	WSC	System
Baseline	AY4	417	312	663	1,392
	AY15	398	284	649	1,331
	AY16	324	267	647	1,238
	AY17	342	240	644	1,226
	AY18	380	205	619	1,204
	AY19	380	184	633	1,197
	AY20	339	197	563	1,099
	AY21	355	182	626	1,163
	AY22	369	170	700	1,239
	AY23	414	194	705	1,313

Capital Investment in Infrastructure that Supports Student Learning

INDICATOR 8

Over the past decade, the State Colleges have invested more than \$195M in infrastructure that supports student learning, such as instructional facilities, student support facilities, residence halls, and athletic facilities. This annual investment of \$20M has produced significant upgrades for the Colleges to modernize their campus communities. Significant investments in the past two years have positively impacted the overall growth and resulted in an increase of \$3M in the 3-year rolling average of investments across the State Colleges.

**FIGURE 8: Capital Investment in Infrastructure that Supports Student Learning
Nebraska State College System**



The Nebraska State College System has made concerted efforts toward critical infrastructure investments that directly impact student learning. Since 2000, the Colleges, College Foundations, State of Nebraska, and students have invested just under \$200 million toward maintaining infrastructure at each of the Colleges. Most recently, these partners successfully secured authority for a \$28 million renovation and construction of the Math & Science facility at Chadron. This type of investment produces a tangible return that includes:

1) enrollment growth in critical workforce degree programs; 2) expanding capacity for regional outreach as communities in the region draw upon the facility for educational opportunities; 3) ongoing evolution of the teaching and learning process using facilities that can be adapted to evolving learning styles, and 4) increasing capacity to recruit and retain talented faculty. The Chadron Math & Science project is just one example of why ongoing and targeted investments are critical to maintaining campus infrastructure

to attract and retain students in their geographic regions. The State Colleges need to continue this recent trend in infrastructure investments in order to successfully work toward the three-year rolling average benchmark that has been set, to ensure coordinated and ongoing investments that positively impact student success.

Progress Toward Goal:

- Increase of \$3.7M (1-Year Δ)
- Increase of \$47,991 (Baseline Δ)



Photo courtesy of Peru State College

NEBRASKA STATE COLLEGES

Strategic Capital Investments Enhance State College Learning Environments

Over the past several years, each State College has prioritized substantial capital projects to fortify campus infrastructure. Peru State College's Delzell Hall and Performing Arts Center renovations support fine arts in Southeast Nebraska, while Wayne State College's new Center for Applied Technology enriches Industrial Technology and Advanced Manufacturing programs. Benthack Hall at Wayne State College has transformed into a cutting-edge education and counseling center. Chadron State College's Math/Science project, the State College System's largest construction initiative, recently concluded, and substantial upgrades to the Football Stadium and a new Track and Field facility solidify the College's position as a regional education hub. Work is currently underway at Wayne State to complete a \$30 million upgrade to the Athletic Indoor Recreation facilities, and construction of two new athletic/wellness facilities is under way at Peru State. These investments underscore a commitment to delivering high-quality learning experiences for students.

College Level Data

FIGURE 8A: Capital Investment in Infrastructure that Supports Student Learning by College

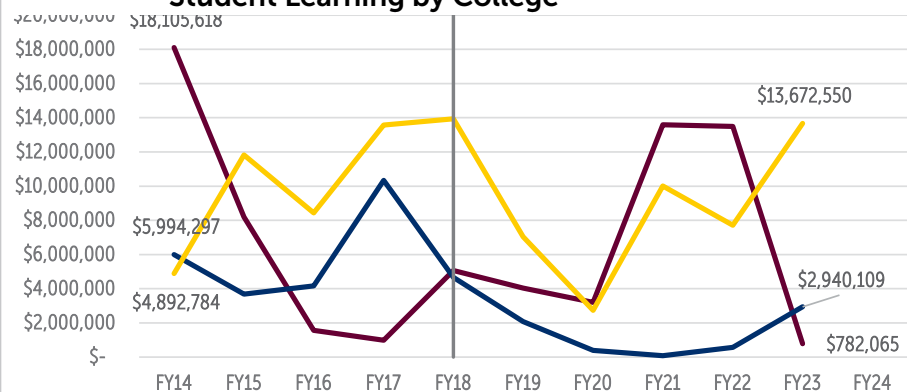


TABLE 8: Capital Investment in Infrastructure that Supports Student Learning

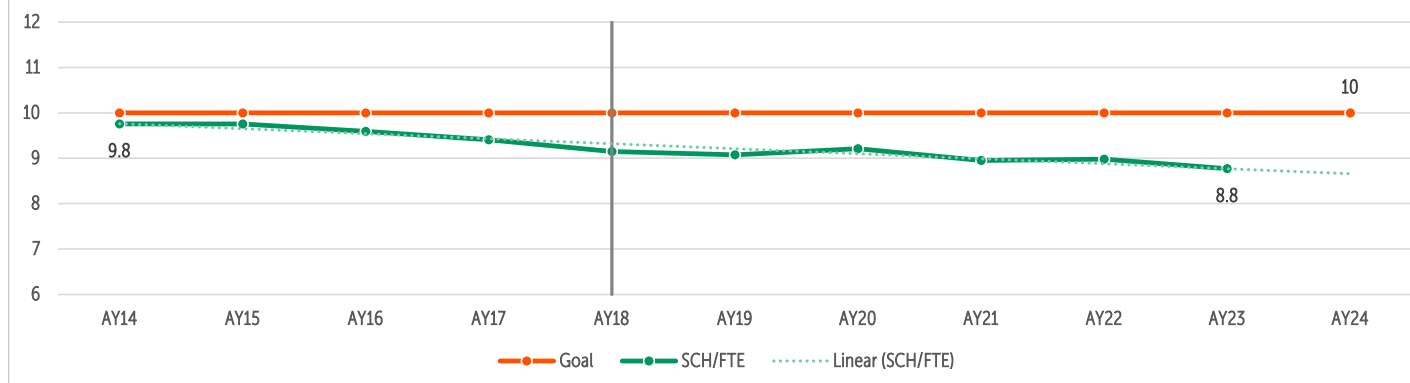
Fiscal Year	CSC	PSC	WSC	System (3-yr rolling average)
FY14	\$18,105,618	\$5,994,297	\$4,892,784	\$24,990,318
FY15	\$8,188,984	\$3,674,999	\$11,816,715	\$22,642,608
FY16	\$1,557,260	\$4,162,041	\$8,436,945	\$22,276,548
FY17	\$982,093	\$10,336,885	\$13,569,211	\$20,908,378
Baseline FY18	\$5,057,571	\$4,663,278	\$13,937,406	\$20,900,897
FY19	\$4,033,624	\$2,076,643	\$7,045,094	\$20,567,268
FY20	\$3,200,492	\$384,364	\$2,734,459	\$14,377,644
FY21	\$13,587,913	\$81,015	\$10,014,561	\$14,386,055
FY22	\$13,499,117	\$561,114	\$7,708,220	\$17,257,085
FY23	\$782,065	\$2,940,109	\$13,672,550	\$20,948,888

Student to Faculty/ Staff FTE Ratios

INDICATOR 9

The ratio of full-time equivalent (FTE) students served by the State Colleges per full-time equivalent faculty and staff has decreased from an average ratio of 9.8:1 in AY14 to 8.8:1 for the most recent academic year⁵ (AY23). This average has been maintained at 10:1 or below for the past ten years.

FIGURE 9: Student to Faculty/Staff FTE Ratios
Nebraska State College System



Consistent with its open-access mission, the State Colleges serve an increasing number of first-generation and underrepresented students who benefit from additional academic and student support services. An array of resources is in place to provide out-of-class support in the form of advising and tutoring, as well as programs and services attending to the student as a whole. In addition, the capacity for students to have more direct engagement with their

faculty contributes to their overall success in their coursework. When presented with the opportunity to teach in a smaller class environment, faculty have been found to use more hands-on projects, assign tasks requiring increased creative thinking, and engage in team-based learning. Smaller classes present opportunities for faculty to apply more rigorous expectations for students while also increasing shared responsibility for their learning. Class size is undoubtedly

a function of enrollment growth or loss. Maintaining a 10:1 faculty/staff-to-student ratio through 2025 is an important benchmark that will require targeted efforts to manage potential enrollment growth with faculty and staff resources necessary to maintain these thresholds.

Progress Toward Goal:

- Decrease of 0.21% in Student to Faculty/Staff Ratios (1-Year Δ)
- Decrease of 0.38% in Student to Faculty/Staff Ratios (Baseline Δ)

PERU STATE COLLEGE

Optimizing Student Success Through Low Ratios with Faculty/Staff

Peru State College is committed to recruiting the best faculty and staff to provide excellent instruction and student-support services. The individual attention and smaller class sizes afforded by a low student-to-faculty/staff ratio is an important strategy for the College to best serve its access mission. By offering individual attention from instructors, individualized learning accommodations, and personalized support structures, Peru State helps students remain in college and persist to graduation.

Decreasing the ratio of students to faculty and support staff is an all-College effort, with Peru State having found the right funding and tools to decrease that ratio steadily since 2015. The College maintained its ratio when compared to last year.



Photo courtesy of Wayne State College

College Level Data

■ CSC ■ PSC ■ WSC ■ Peers

FIGURE 9A: Student to Faculty/Staff FTE Ratios by College

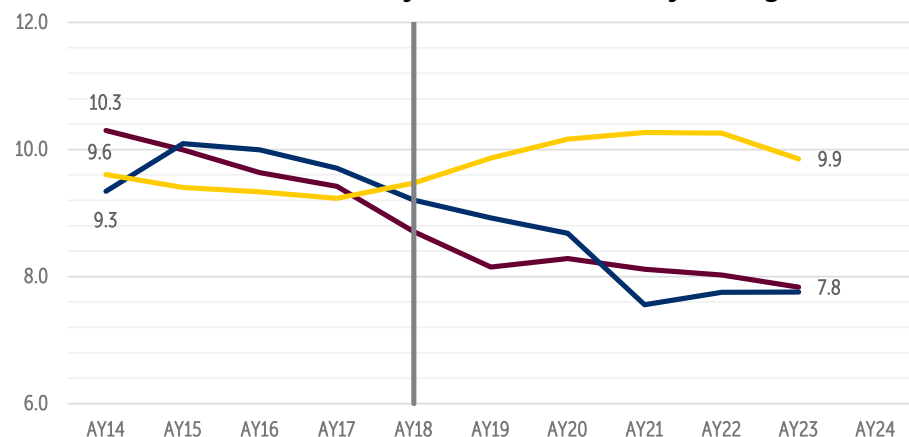


TABLE 9: Student to Faculty/Staff FTE Ratios

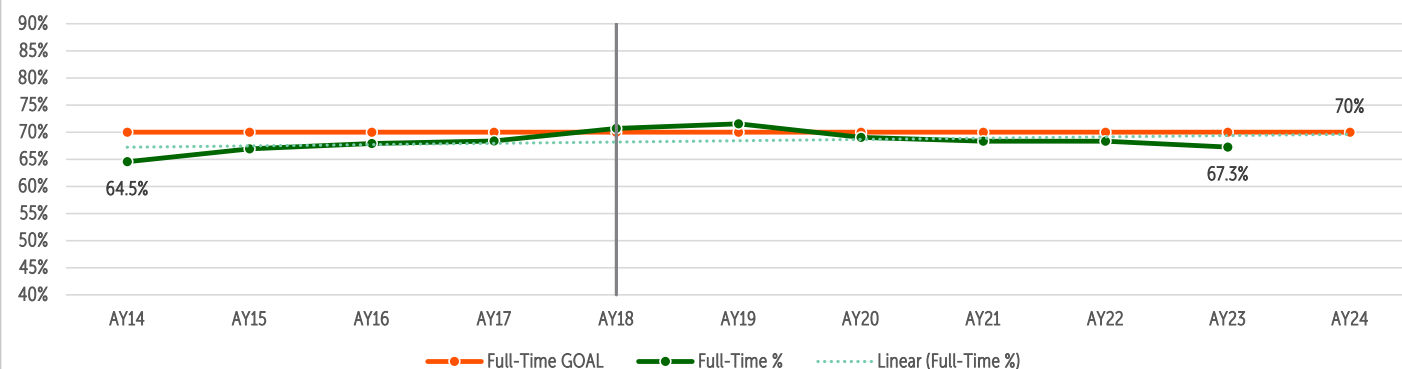
Academic Year		CSC	PSC	WSC	System
	AY14	10.3	9.3	9.6	9.8
	AY15	10.0	10.1	9.4	9.8
	AY16	9.6	10.0	9.3	9.6
	AY17	9.4	9.7	9.2	9.4
Baseline	AY18	8.7	9.2	9.5	9.1
	AY19	8.2	8.9	9.9	9.1
	AY20	8.3	8.7	10.2	9.2
	AY21	8.1	7.6	10.3	9.0
	AY22	8.0	7.8	10.3	9.0
	AY23	7.8	7.8	9.9	8.8

Distribution of Instruction Delivered by Full-Time Faculty

INDICATOR 10

The percentage of instruction being delivered by full-time faculty versus part-time or term faculty has decreased slightly for the past three years since reaching the System high of 71.5% in AY19. The percentage declined by 1.1% when compared to AY22.

**FIGURE 10: Distribution of Instruction Delivered by Full-Time Faculty
Nebraska State College System**



Full-time faculty serve a critical role in fostering student persistence, retention, and graduation rates at the Colleges. Students are best served when exposed to faculty who have a vested long-term commitment to the educational program in which they teach. Part-time or term faculty often provide similar quality teaching, but full-time faculty members contribute the essential stability necessary for developing and maintaining the curriculum and meeting out-of-class needs for students. Additionally, full-time

faculty serve an important advising role for students, both academically and professionally. Faculty who remain active in their discipline also advance the scientific knowledge necessary for continuing to expand key theories and concepts that students need in the evolving workplace of the future. When these faculty take on an active research agenda, students are provided the opportunity to engage in applied research at the undergraduate level, which enriches their overall academic experience and better

prepares them for graduate or professional programs. This benchmark was set at maintaining a 7:3 distribution for full-time faculty to provide the core instruction to students across the State College System.

Progress Toward Goal:

- 1.1% Decrease of Instruction Delivered by Full-Time Faculty (1-Year Δ)
- 3.4% Decrease of Instruction Delivered by Full-Time Faculty (Baseline Δ)



Photo courtesy of Peru State College

CHADRON STATE COLLEGE

Prioritizing Full-Time Faculty Instruction

Chadron State College is proud that more than 75% of course instruction is delivered by full-time faculty, therefore ensuring students receive the majority of their education taught by instructors experienced in their fields and committed to the college's mission to foster knowledgeable and engaged leaders. Chadron State employs a number of high-quality part-time faculty who teach online, but the majority of instructors for face-to-face courses are full-time faculty. Chadron State prioritizes the recruitment and retention of full-time faculty who demonstrate instructional effectiveness and positively impact student success.

College Level Data

■ CSC ■ PSC ■ WSC ■ Peers

FIGURE 10A: Distribution of Instruction Delivered by Full-Time Faculty by College

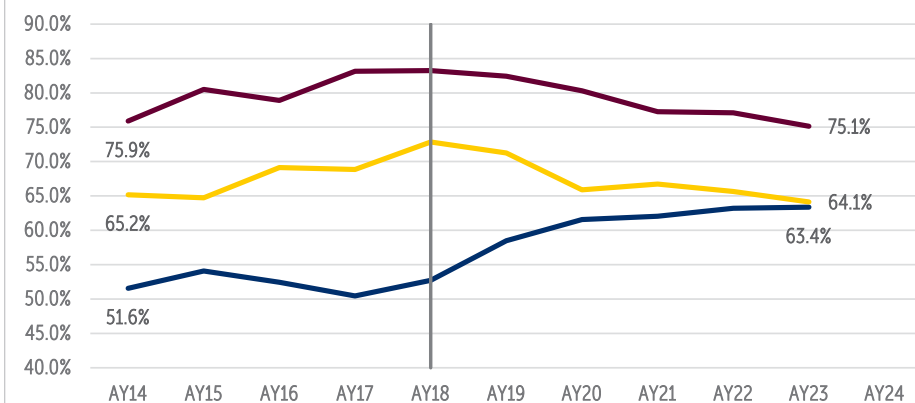



TABLE 10: Distribution of Instruction Delivered by Full-Time Faculty

	Academic Year	CSC	PSC	WSC	System
	AY14	75.9%	51.6%	65.2%	64.5%
	AY15	80.5%	54.1%	64.7%	66.9%
	AY16	78.9%	52.4%	69.1%	67.9%
	AY17	83.1%	50.5%	68.9%	68.4%
Baseline	AY18	83.2%	52.7%	72.9%	70.7%
	AY19	82.4%	58.5%	71.3%	71.5%
	AY20	80.3%	61.6%	65.9%	69.1%
	AY21	77.3%	62.1%	66.7%	68.4%
	AY22	77.1%	63.2%	65.6%	68.3%
	AY23	75.1%	63.4%	64.1%	67.3%


GOAL:

Workforce and Economic Impact

Expand capacity for the Colleges to produce graduates who meet the workforce needs for Nebraska and to strengthen their role as change agents for the rural communities they serve.



8,652
STUDENTS ENROLLED AT THE
STATE COLLEGES



\$492 MILLION
IN ECONOMIC IMPACT CREATED
BY THE STATE COLLEGES

States invest in their educational institutions with the aim of cultivating a skilled workforce that aligns with business and industry needs, ultimately fostering economic growth. The State Colleges have meticulously identified five performance metrics to evaluate their influence on the workforce and economic development in Nebraska. While increasing the pipeline of graduates each year is vital, the Colleges

also recognize the importance of creating pathways and opportunities for students to remain in Nebraska post-graduation. Augmenting the percentage of graduates employed in Nebraska becomes imperative, ensuring that, despite consistent graduate production, a greater number of students contribute to addressing the persistent workforce shortages within the state. To further bolster the number of graduates in High

Skill, High Demand, and High Wage (H3) jobs, benchmarks have been established for the employment of graduates in crucial workforce programs in Nebraska one year after graduation. This commitment to expanding enrollment capacity not only enhances overall placement but also aligns with the challenge set for the Colleges to increase both overall enrollment and enrollment specifically in six key workforce programs projected

to be in high demand by the Nebraska Department of Labor. Finally, the State's investment and tuition revenue exert a substantial economic impact on the entire state, with a more direct influence on the regions and communities served by the State Colleges. The overarching goal is to persistently expand this economic impact through the year 2025.



STATE COLLEGE GRADUATES IN
KEY WORKFORCE PROGRAMS ARE
EMPLOYED IN NEBRASKA ONE YEAR
AFTER GRADUATION



82%

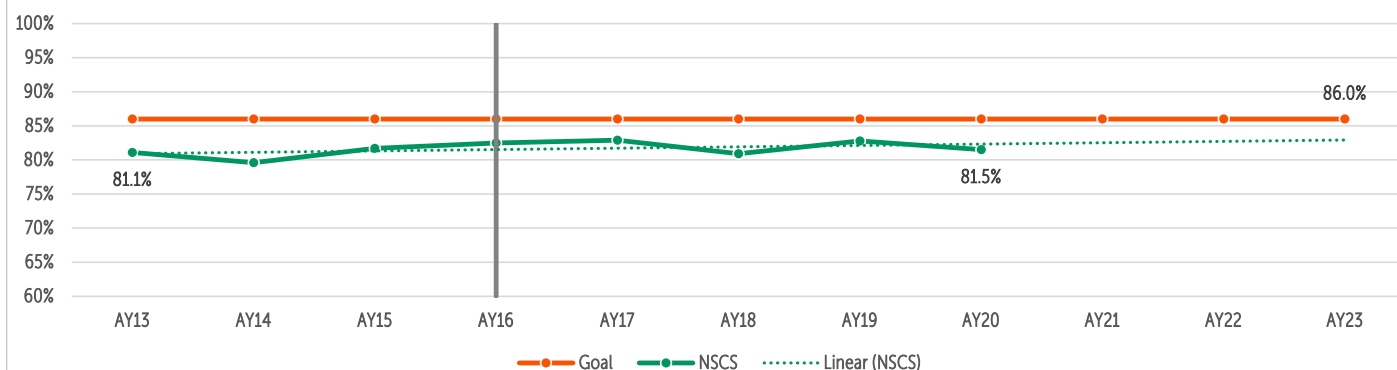
OF STATE COLLEGE GRADUATES
LIVE AND WORK IN NEBRASKA
ONE YEAR AFTER GRADUATION

Overall Undergraduate Resident Completer Placement in Nebraska

INDICATOR 11

Data depicting undergraduate resident completer placement (employed or enrolled in graduate programs) after degree completion are available beginning with the 2012-13 Nebraska State Colleges graduates. Over the past four years, **undergraduate resident completer placement has averaged 82%, decreasing slightly by 1.3% for the most recent graduating class.**

FIGURE 11: Overall Undergraduate Resident Completer Placement Nebraska State College System



Beginning July 2019, the Nebraska State College System began analyzing the placements of its undergraduate completers one year after graduation. Data for this project came from three main sources: the Nebraska State College System, the Nebraska Department of Labor (NDOL), and the National Student Clearinghouse (NSC). In the initial step of the placement search, NDOL employment data systems are queried to determine the first-year job placement outcomes of all degree majors (in a given cohort)

identified by the System. Next, the same student list is submitted to the NSC to gather information on students enrolled in collegiate coursework after graduation. Several factors influence undergraduate completer placement, including appropriate academic preparation for advanced graduate work following undergraduate degree completion, encouraging student participation in internship or field experiences in Nebraska, and the distribution of the resident and non-resident students served at each of

the three State Colleges. The System has established a goal of 86% of undergraduate resident completers placed in Nebraska by 2025, slightly higher than the current linear placement trajectory.

Progress Toward Goal:

- 1.3% Decrease in Resident Completer Placement in Nebraska (1-Year Δ)
- 1% Decrease in Resident Completer Placement in Nebraska (Baseline Δ)



Photo courtesy of Chadron State College

NEBRASKA STATE COLLEGES

Fueling Nebraska's Workforce: A Holistic Approach for Tomorrow

Addressing the anticipated 32,000 job openings by 2025 demands a comprehensive strategy. Chadron, Peru, and Wayne State Colleges focus on increasing Nebraska high school graduates' college enrollment and fostering meaningful business internships. The Career Scholarship program, targeting first-generation students, not only recruits talent but also steers them toward crucial workforce degree programs and connects them with local businesses for post-graduation employment. Innovations like the Rural Business Leadership Institute at Chadron, Correction Leadership Scholarship Program at Peru, and the Growing Together Initiative at Wayne provide distinct applied and experiential learning experiences, uniquely tailored to meet Nebraska's evolving workforce needs. This collective approach ensures the State Colleges play a pivotal role in shaping a skilled workforce for the State's future.

College Level Data

FIGURE 11A: Overall Undergraduate Resident Completer Placement by College

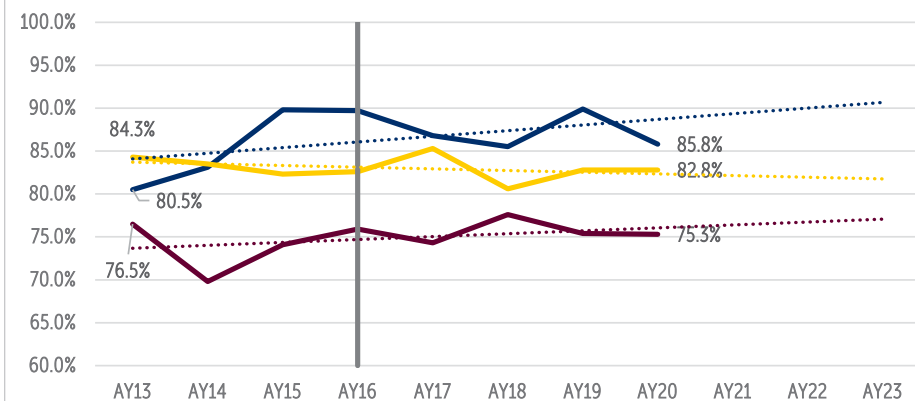


TABLE 11: Overall Undergraduate Completer Placement in Nebraska

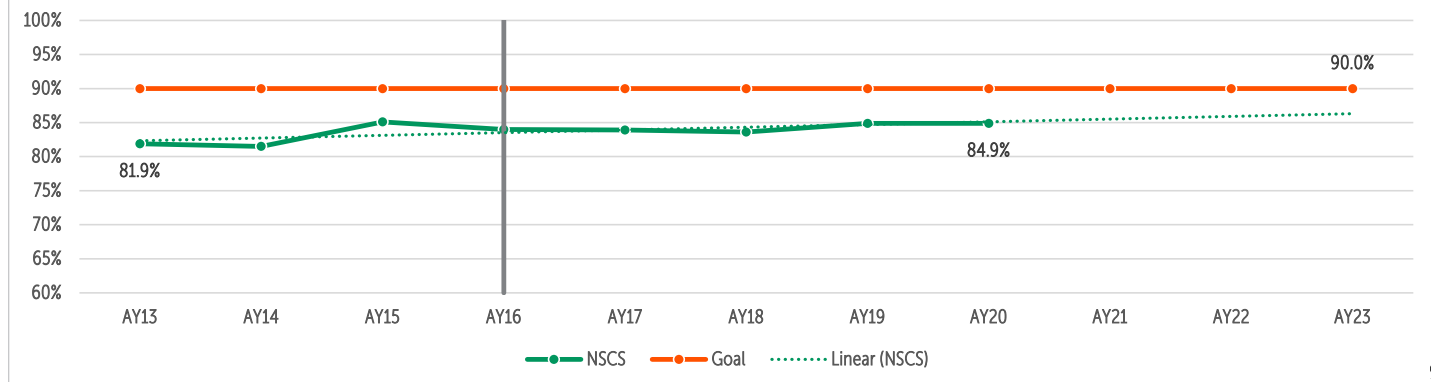
Academic Year	CSC	PSC	WSC	System
AY13	76.5%	80.5%	84.3%	81.1%
AY14	69.8%	83.1%	83.5%	79.6%
AY15	74.1%	89.8%	82.3%	81.7%
Baseline AY16	75.9%	89.7%	82.6%	82.5%
AY17	74.3%	86.8%	85.3%	82.9%
AY18	77.6%	85.5%	80.6%	80.9%
AY19	75.4%	89.9%	82.8%	82.8%
AY20	75.3%	85.8%	82.8%	81.5%

Undergraduate Resident Completer Placement in Targeted Workforce Areas

INDICATOR 12

*The Nebraska State College System has targeted six key degree areas necessary for meeting the future workforce needs for the State, in addition to RHOP and RLOP programs. Over the past decade, a lower percentage of students have completed degrees in these critical areas. Still, placement has traditionally been at a higher level when compared to the overall undergraduate resident completer placement rate. **This past year remained steady at 84.9%, the highest placement rate in critical workforce areas.***

FIGURE 12: Undergraduate Resident Completer Placement in Targeted Workforce Areas Nebraska State College System



During the 2018-19 academic year, College Presidents engaged with stakeholders and industry representatives across Nebraska to identify critical degree programs necessary for meeting workforce shortages. The areas identified include degree programs in Rangeland Management, Business Administration, Education, Industrial Technology, Computer Information Systems, and Criminal Justice. A total of 17-degree programs across the three State Colleges align directly with these six workforce

areas, and efforts are in place to increase enrollments and degree production in these areas to encourage resident student placement in Nebraska. The current linear trend for the System projects an increase in placement over the next five years, and a stretch goal of growing to 90% or beyond has been set for resident undergraduate completers by 2025. Efforts to increase workforce scholarship opportunities, evolve programs to meet changing workforce demands, and infuse internship and

experiential learning opportunities into program requirements represent strategies employed by the Colleges to systematically work toward achieving this benchmark over the next five years.

Progress Toward Goal:

- Undergraduate Resident Completer Placement in Targeted Workforce Areas Increased by 0% (1-Year Δ)
- Undergraduate Resident Completer Placement in Targeted Workforce Areas Increased by 0.9% (Baseline Δ)



Photo courtesy of Wayne State College

CHADRON STATE COLLEGE

Developing Workforce Programs

Chadron State continues to develop programs and partnerships dedicated to keeping graduates in Nebraska and employed in targeted workforce areas. CSC has partnered with a talent recruiting platform, allowing employers to connect directly to students and alumni. Qualified students and alumni have the opportunity to be hired in high-demand occupations. CSC is proud of its commitment to growing Nebraska's rural workforce. The Rural Business Leadership Initiative (RBLI) is in its fifth year and provides educated and qualified employees in several fields, including agri-business, banking, and accounting.

The College's long-standing commitment to developing rural workforce through the RHOP and RLOP programs continues today. Since the early 1990s, more than 400 RHOP students have completed their medical studies. RLOP, which began in 2016, continues to help students successfully transition to graduate law programs.

College Level Data

■ CSC ■ PSC ■ WSC ■ Peers

FIGURE 12A: Undergraduate Resident Completer Placement in Targeted Workforce Areas by College

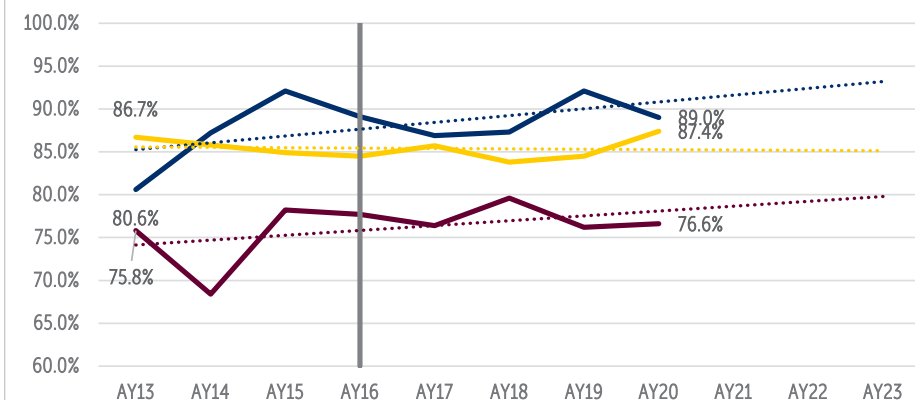


TABLE 12: Undergraduate Resident Completer Placement in Targeted Workforce Areas

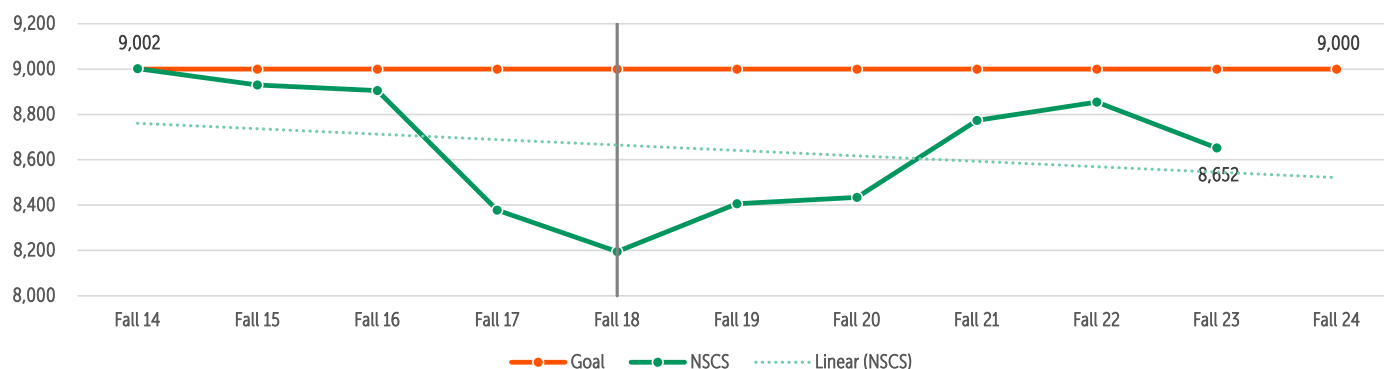
Academic Year	CSC	PSC	WSC	System
AY13	75.8%	80.6%	86.7%	81.9%
AY14	68.4%	87.2%	85.8%	81.5%
AY15	78.2%	92.1%	84.9%	85.1%
Baseline AY16	77.7%	89.1%	84.5%	84.0%
AY17	76.4%	86.9%	85.7%	83.9%
AY18	79.6%	87.3%	83.8%	83.6%
AY19	76.2%	92.1%	84.5%	84.9%
AY20	76.6%	89.0%	87.4%	84.9%

Overall Student Enrollment

INDICATOR 13

The Fall headcount enrollments at the State Colleges experienced a moderate decline over the past decade, with a 3.9% decrease in total headcount when compared against the Fall 2014 term. For the most recent academic year, the System experienced a 2.3% decrease when comparing Fall 2022 and Fall 2023 terms, and an overall increase of 5.6% since Fall 2018.

FIGURE 13: Overall Student Enrollment
Nebraska State College System



Maintaining enrollments at each of the State Colleges is critical to sustaining the open-access mission for Nebraska, along with serving the rural communities within the Colleges' geographic regions. Enrollments represent a complex mixture of students who extend beyond recent high school graduates who serve as the traditional student population. As this market has grown more competitive, the Colleges continue to work more aggressively with school districts in their geographic regions, while also providing a low-cost option for non-resident students. Encouraging

student in-state enrollment directly after high school increases the likelihood these students will remain in Nebraska once they have earned their degrees. The same is true for non-resident students who are recruited from their home states after graduation. Beyond traditional high school graduates, enrollments represent a complex mix of part-time, ready-adult, nontraditional, transfer, concurrent credit, graduate, and international students being served by the three State Colleges. The appropriate mix of degree and credential offerings (bachelors, masters,

and certificates) are necessary to encourage many of these place-bound students to attend college. Additionally, expanding transfer and international student enrollments requires ongoing evaluation and evolution of partnership agreements that allow students to successfully transition with credit for coursework completed at other postsecondary institutions.

Progress Toward Goal:

- Decrease of 2.3% in Student Enrollment (1-Year Δ)
- Increase of 5.6% in Student Enrollment (Baseline Δ)



Photo courtesy of Peru State College

WAYNE STATE COLLEGE

Enrollment Continues to Grow

Wayne State College's enrollment continues to grow, marking the seventh consecutive year of expansion. The total headcount stands at 4,807 students for Fall 2023, showcasing a remarkable 4.6 percent increase compared to the previous year.

Wayne State remains steadfast in defying national trends of declining undergraduate enrollments. The College had a remarkable surge of 6.6% in its undergraduate student population over the past five years. This growth underlines WSC's unwavering commitment to providing exceptional educational opportunities while ensuring affordability for its students. Furthermore, 84% of Wayne State's student body is composed of Nebraska residents, reinforcing the College's dedication to serving and nurturing local talent.

College Level Data

■ CSC ■ PSC ■ WSC ■ Peers

FIGURE 13A: Overall Student Enrollment by College

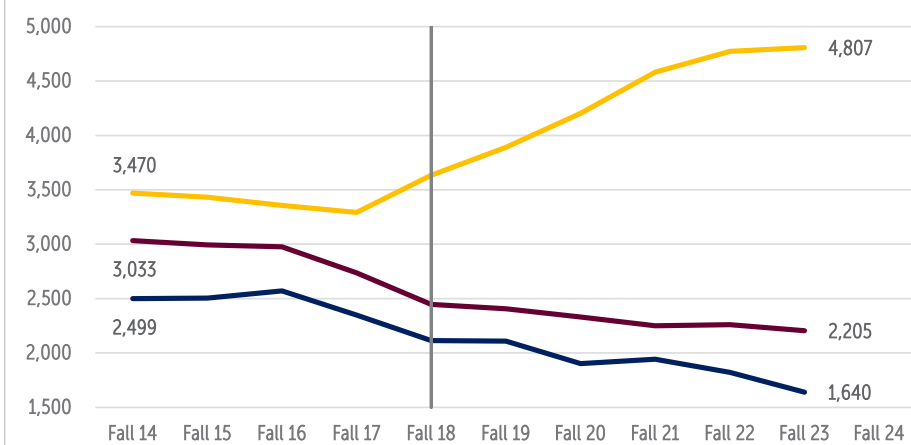


TABLE 13: Overall Student Enrollment

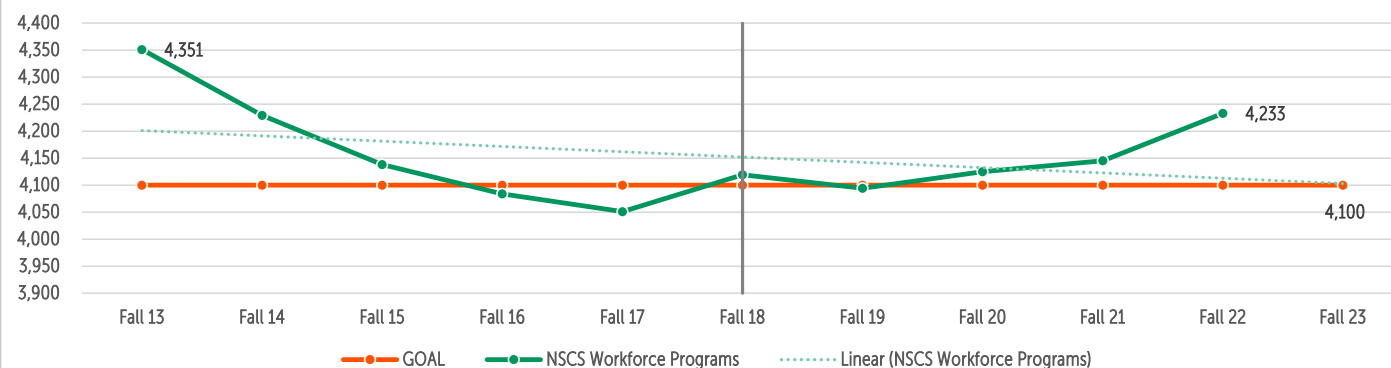
	Cohort	CSC	PSC	WSC	System
	Fall 14	3,033	2,499	3,470	9,002
	Fall 15	2,993	2,506	3,431	8,930
	Fall 16	2,977	2,571	3,357	8,905
	Fall 17	2,737	2,349	3,292	8,378
Baseline	Fall 18	2,448	2,114	3,633	8,195
	Fall 19	2,407	2,109	3,890	8,406
	Fall 20	2,330	1,902	4,202	8,434
	Fall 21	2,250	1,944	4,580	8,774
	Fall 22	2,260	1,822	4,773	8,855
	Fall 23	2,205	1,640	4,807	8,652

Enrollment Growth in Targeted Workforce Programs

INDICATOR 14

*The Nebraska State College System has targeted six key degree areas necessary for meeting the future workforce needs for the State, in addition to the RHOP and RLOP programs. From 2010 to 2019, the percentage of students enrolled in degree programs that align with these critical areas had decreased. However, **enrollments in critical workforce areas have increased for the third consecutive year, with a 2.1% increase this past year.***

FIGURE 14: Enrollment Growth in Targeted Workforce Programs
Nebraska State College System



While enrollment growth is important to ensure financial prosperity for each State College, ensuring enrollment trends align with the workforce needs⁶ of the state is also a key priority. During the 2018-19 academic year, College Presidents engaged with stakeholders and industry representatives across Nebraska to identify critical degree programs necessary for meeting workforce shortages. The areas identified include degree programs in Rangeland Management, Business Administration, Education,

Industrial Technology, Computer Information Systems, and Criminal Justice. A total of 17 degree programs across the three State Colleges align directly with these six workforce areas. Efforts to increase enrollments in these areas and employer partnerships to encourage student placement in Nebraska are being implemented. To correct the downward linear trend for these workforce areas, a benchmark of 4,100 enrollments in targeted majors has been set for 2025. Efforts to increase workforce scholarship opportunities, ongoing

program evolution to meet changing workforce demands, and critical investments in facilities and faculty represent the Colleges' strategies to systematically work toward achieving this benchmark over the next five years.

Progress Toward Goal:

- Increase of 2.1% Students Enrolled in Targeted Workforce Programs (1-Year Δ)
- Increase of 2.8% Students Enrolled in Targeted Workforce Programs (Baseline Δ)

PERU STATE COLLEGE

Innovative Scholarship Opportunities

Peru State, with robust backing from the Nebraska Legislature, introduced two innovative workforce development initiatives. The Corrections Leadership Scholarship Program, a unique partnership with the Nebraska Department of Correctional Services, addresses the State's challenges in recruiting and retaining a resilient corrections workforce. Program participants not only receive scholarships but also gain valuable paid internships, paving the way for leadership roles in correctional services.

Simultaneously, the Career Scholarship Program allocates \$1 million in scholarships across State Colleges, fostering careers in vital workforce sectors crucial for Nebraska's economic growth. Eligible Peru State students can pursue majors in education, criminal justice, and business administration, contributing to a higher number of graduates in high-demand fields. These scholarships aim to enhance affordable degree access, curbing student debt and supporting the State's workforce needs.



Photo courtesy of Wayne State College

FIGURE 14A: Enrollment Growth in Targeted Workforce Programs by College

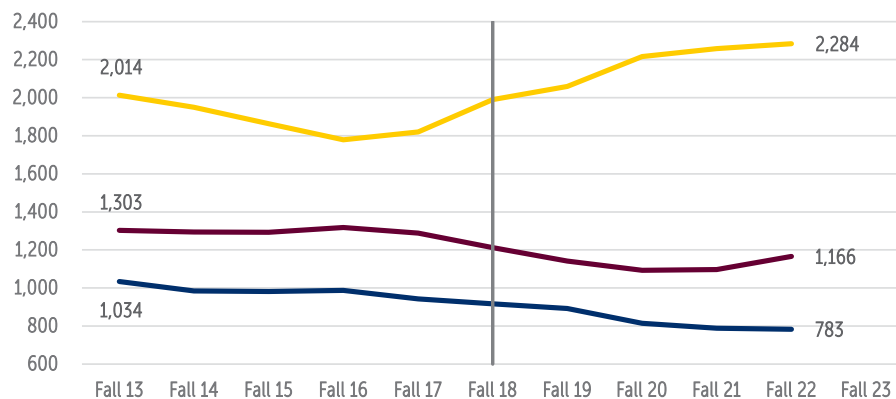


TABLE 14: Enrollment Growth in Targeted Workforce Programs

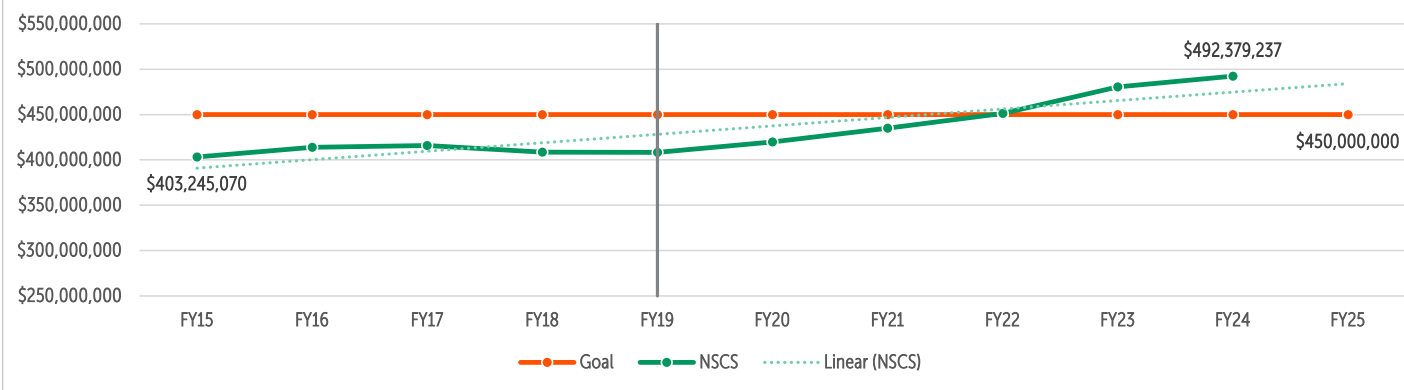
	Cohort	CSC	PSC	WSC	System
	Fall 13	1,303	1,034	2,014	4,351
	Fall 14	1,295	984	1,950	4,229
	Fall 15	1,293	982	1,863	4,138
	Fall 16	1,318	987	1,779	4,084
	Fall 17	1,289	942	1,820	4,051
Baseline	Fall 18	1,212	917	1,990	4,119
	Fall 19	1,142	892	2,060	4,094
	Fall 20	1,093	815	2,217	4,125
	Fall 21	1,097	789	2,259	4,145
	Fall 22	1,166	783	2,284	4,233

Economic Multiplier for Region/State

INDICATOR 15

*When adjusting for inflation, the State College System has continued to make a significant impact on the economy of the State, resulting in growth exceeding \$400 million over the past seven years. **With stable enrollment over the past year, the tuition revenue has generated an increase of 2.5% when compared to the economic impact in FY23.***

**FIGURE 15: Economic Multiplier for Region/State
Nebraska State College System**



The State Colleges make a substantial impact on the State of Nebraska and the regions they serve, as they have become significant anchors in their rural service areas. The vast majority of dollars are spent on employee salaries and for purchasing services from regional businesses.⁷ Student expenditures and funds spent by parents include food, gas, and other goods, as well as rental of off-campus housing.⁸ A number of the metrics outlined in the strategic plan are designed to facilitate growth in this overall economic impact for the State,

resulting from enrollment growth (including non-resident and international students), improving retention and graduation rates, and degree production. One factor difficult to calculate in these estimates is the economic impact generated from increasing degree attainment in Nebraska. Bachelor and graduate degree holders make a significant impact in their local communities beyond just the tax dollars generated from income annually. The goal of increasing in-state placements also further contributes to this intangible

economic impact. The System surpassed the benchmark of \$450 million in FY23. It was set as a stretch goal to dramatically increase the impact the State Colleges have on the investment made by the State and extend beyond the current 8:1 return on investment in State General Fund dollars.

Progress Toward Goal:

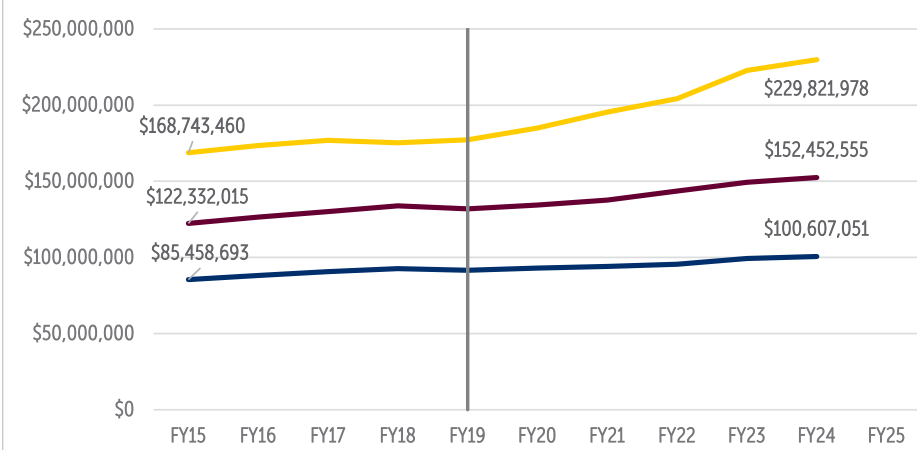
- Increase of \$11.9M in Economic Impact (1-Year Δ)
- Increase of \$84.2M in Economic Impact (Baseline Δ)



Photo courtesy of Chadron State College

College Level Data

FIGURE 15A: Economic Multiplier for Region/State by College



NEBRASKA STATE COLLEGES

Catalysts of Economic Growth

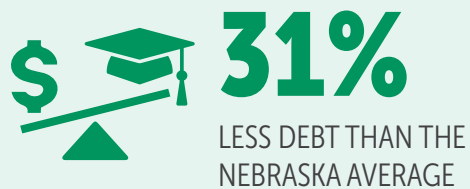
The State Colleges contribute immensely to Nebraska's economic vitality, generating significant positive financial impacts locally and statewide. Robust spending by students, employees, and visitors fuels economic growth in every community. As key regional employers, each College sustains economic activity by purchasing goods and services, perpetuating a cycle of state general fund and tuition revenue within the local economy. A notable example is Peru State College, the largest employer across five counties, with 168 staff, 90% residing in Nebraska. Ongoing state investment in facilities positions each College as a regional hub, attracting middle/high school students to diverse academic (math and history competitions; engineering camps) and extracurricular programs (Show Choir Festivals; filmmakers workshops), fostering a dynamic and enriching educational environment.

TABLE 15: Economic Multiplier for Region/State

	Fiscal Year	CSC	PSC	WSC	System
	FY15	\$122,332,015	\$85,458,693	\$168,743,460	\$403,245,070
	FY16	\$126,405,718	\$88,234,503	\$173,448,413	\$413,795,672
	FY17	\$130,147,335	\$90,660,768	\$176,839,435	\$415,904,178
	FY18	\$133,867,860	\$92,581,446	\$175,182,650	\$408,530,163
Baseline	FY19	\$131,852,543	\$91,598,996	\$177,299,550	\$408,189,609
	FY20	\$134,316,170	\$92,973,178	\$184,989,540	\$419,848,496
	FY21	\$137,667,720	\$94,095,430	\$195,451,418	\$434,921,763
	FY22	\$143,649,875	\$95,525,606	\$204,276,475	\$451,205,864
	FY23	\$149,271,458	\$99,278,283	\$222,760,313	\$480,509,844
	FY24	\$152,452,555	\$100,607,051	\$229,821,978	\$492,379,237

GOAL: **Access and Affordability**

Preserve the open-access mission providing all students with equitable opportunities to pursue affordable undergraduate and graduate degrees in Nebraska.



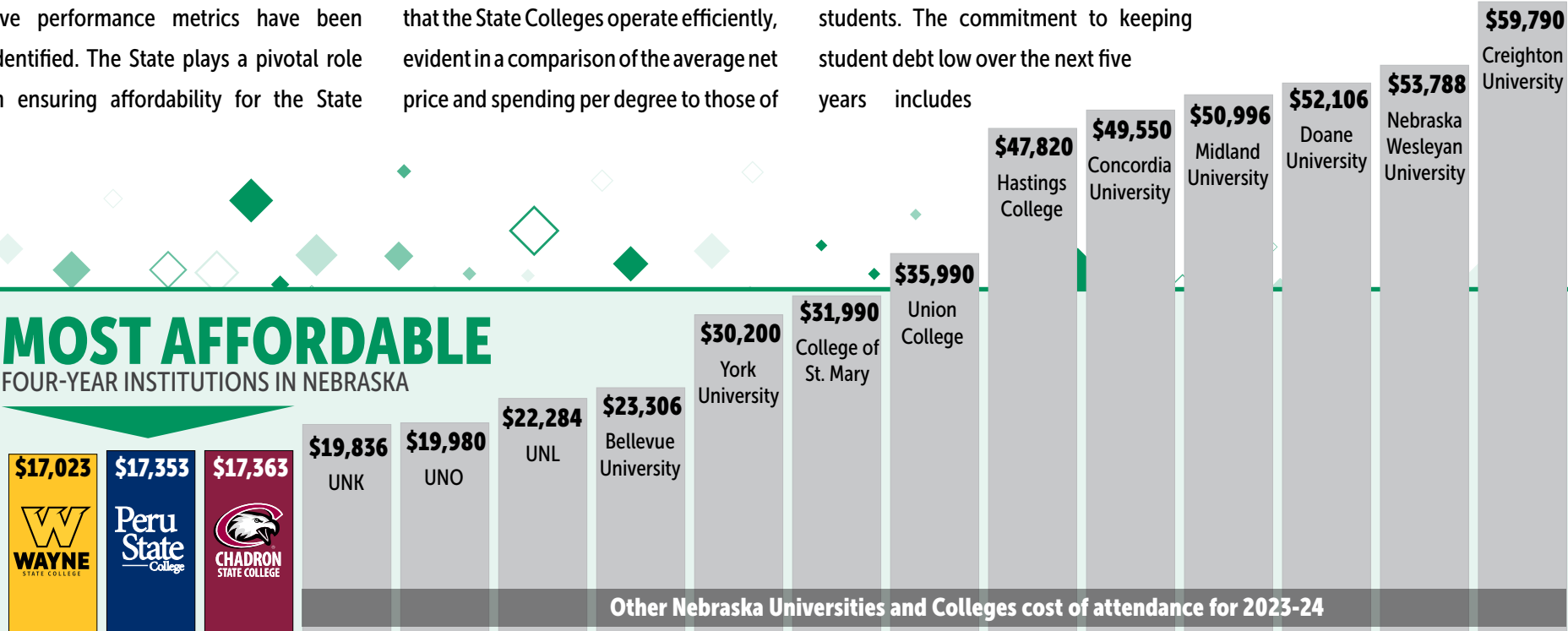
The vision for the State Colleges was to establish them as open-access institutions, offering a four-year degree opportunity to all Nebraska students while ensuring affordability for students and families. To gauge success in maintaining this goal through 2025, five performance metrics have been identified. The State plays a pivotal role in ensuring affordability for the State

Colleges through annual general fund investments. Over the past decade, there has been a decline in the overall distribution of costs between the State and students, with the goal of returning to 70 percent State support by 2025. The State’s investment serves as an assurance that the State Colleges operate efficiently, evident in a comparison of the average net price and spending per degree to those of

peer institutions. Benchmarks have been set for these performance indicators to uphold the existing gap between the State Colleges and their peers. Lastly, evaluating the return on investment for students involves measuring the median debt at graduation for the Colleges’ students. The commitment to keeping student debt low over the next five years includes

providing scholarship opportunities to alleviate the unmet financial needs experienced by students and families, ultimately steering them away from borrowing to cover educational expenses.

MOST AFFORDABLE
FOUR-YEAR INSTITUTIONS IN NEBRASKA



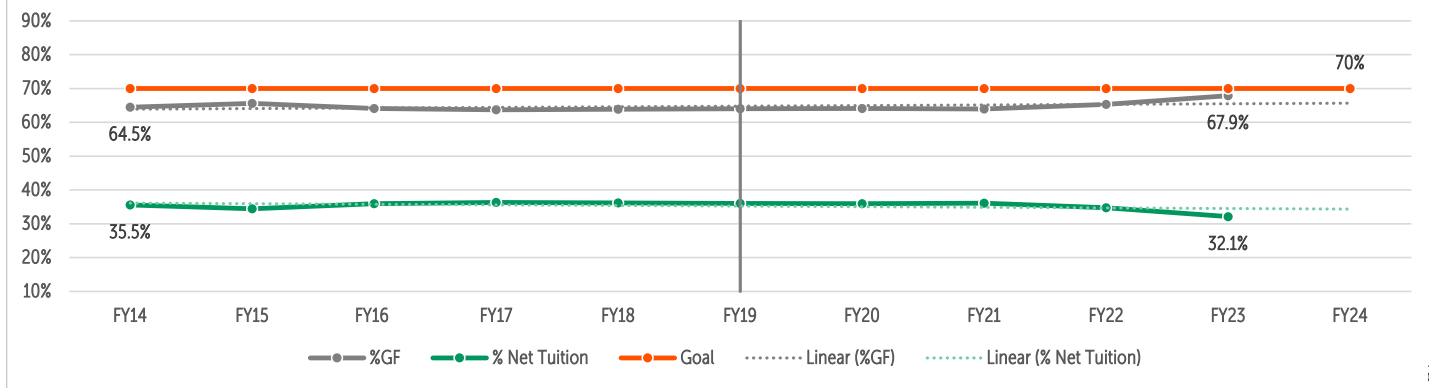
Costs are based on published prices, using 30 credit hours and comparable meal plans and housing, and does not include indirect costs.

Percentage of Funding (General Fund vs. Net Tuition)

INDICATOR 16

The opportunity to grow the necessary workforce for Nebraska is contingent on maintaining an affordable four-year educational option for students. A significant relationship exists between tuition costs and the general funding available from the Governor and Legislature each years. Over the past decade, general funding has remained fairly consistent, with percentages ranging from 63%-65% of total fund costs each year. This past year reflected a modest increase of 2.6% in general funding to 67.9%, as compared to net tuition at 32.1% of total.

FIGURE 16: Percentage of Funding (General Fund vs. Net Tuition) Nebraska State College System



Several factors contribute to the distribution of funds referenced in this metric. First, maintaining general fund support is a significant factor since, at the current threshold, a 1% increase in State general fund support can assist in reducing student tuition costs by 2%; the inverse is also true for a funding decrease. As the general fund allocation declines over time, larger increases are needed to maintain the core operations at the three State Colleges. Second, the Board of Trustees is also tasked

with keeping tuition and fee rates as low as possible to maintain this balance, so the two are highly interrelated, resulting in tightly managed increases that are aligned with State general fund support. Student enrollment growth is the final contributing factor. As enrollments decline, the decline in cash revenue can positively impact the State's share of higher education costs for students. As enrollments increase, the additional cash revenue alternatively skews the distribution. As a result, strategic investments

from increased enrollments and tuition revenue should be made to cover core operational costs. The goal for this metric has been set at 70% or higher to encourage strategic engagement on these two factors to maintain affordability.

Progress Toward Goal:

- 2.6% Shift from Student Tuition Funding to General Fund (1-Year Δ)
- 3.9% Shift from Student Tuition Funding to General Fund (Baseline Δ)

NEBRASKA STATE COLLEGES

A Tradition of Legislative Support

For the 2022-23 Biennium, the Governor and Legislature increased investment in the State Colleges by more than 8% through General Fund support. In response, the Board of Trustees froze tuition and fees to limit the impact on students/families, especially as they continue to deal with the lingering effects of the pandemic. Nebraska continues to be ranked sixth nationally in relation to support received from state appropriations per student FTE (22.8% increase since 2010). The vast majority of other states have experienced significant declines in the support provided to colleges/universities across all sectors, with at least seven states reflecting more than a 30% decline in public higher education appropriations per FTE when adjusted for inflation (Pennsylvania, Iowa, Indiana, Rhode Island, South Carolina, Louisiana, and Arizona). Nebraska's 10-year percentage change positions the state as one of just fifteen nationwide, reflecting a positive increase at 10% or higher.



Photo courtesy of Wayne State College

College Level Data

TABLE 16: Percentage of Funding (General Fund vs. Net Tuition)

	Fiscal Year	General Fund	Net Tuition	% General Fund	% Tuition
	FY14	47,496,183	26,181,208	64.5%	35.5%
	FY15	49,396,030	25,925,819	65.6%	34.4%
	FY16	50,877,911	28,540,814	64.1%	35.9%
	FY17	50,308,078	28,675,224	63.7%	36.3%
	FY18	51,099,382	28,915,244	63.9%	36.1%
Baseline	FY19	51,620,804	29,024,062	64.0%	36.0%
	FY20	53,548,946	30,023,643	64.1%	35.9%
	FY21	56,527,357	31,897,273	63.9%	36.1%
	FY22	59,439,068	31,602,916	65.3%	34.7%
	FY23	64,674,984	30,604,811	67.9%	32.1%

TABLE 16A: Percentage of Funding by College (General Fund (GF) vs. Net Tuition)

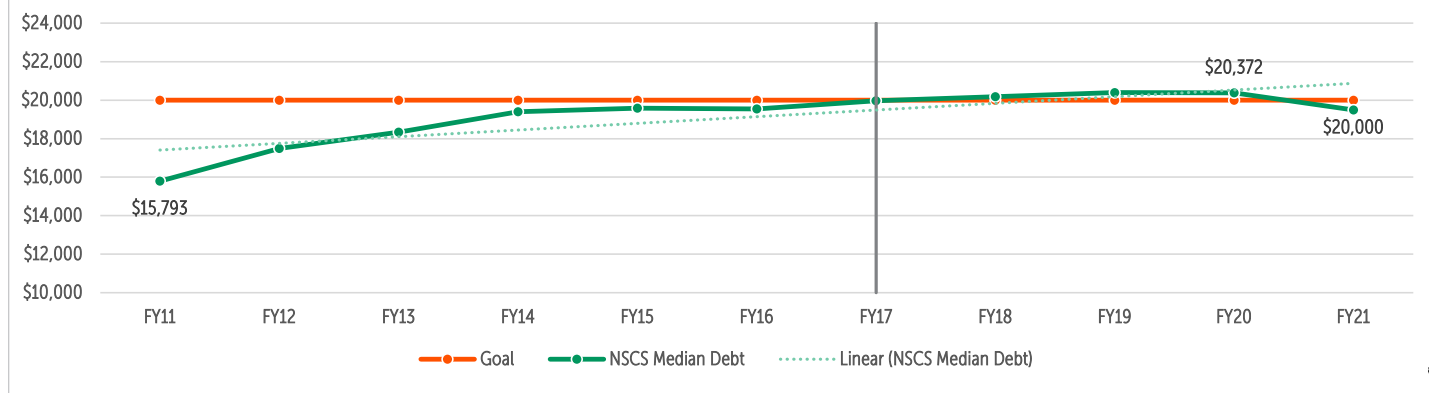
Fiscal Year	CSC		PSC		WSC	
	% GF	% Tuition	% GF	% Tuition	% GF	% Tuition
FY14	66%	35%	59%	41%	65%	35%
FY15	65%	34%	60%	40%	66%	34%
FY16	63%	35%	57%	43%	65%	35%
FY17	63%	37%	57%	43%	66%	34%
FY18	64%	36%	57%	43%	65%	35%
Baseline FY19	65%	35%	59%	41%	63%	37%
FY20	67%	33%	59%	41%	62%	38%
FY21	67%	33%	60%	40%	61%	39%
FY22	68%	32%	63%	37%	62%	38%
FY23	70%	30%	66%	34%	65%	35%

Median Undergraduate Debt at Completion

INDICATOR 17

The average cumulative principal borrowed per undergraduate borrower⁹ has continued to increase steadily over the past decade, even after adjusting for the rate of inflation. Since FY09 the average loan amount for Nebraska State College students has increased by over 54% when compared against students graduating this past year. However, students across the System experienced a minimal decrease in their collective debt in FY20, when compared to FY19.

**FIGURE 17: Median Undergraduate Debt at Completion
Nebraska State College System**



A combination of factors contributes to the overall borrowing rates for degree holders, driven mainly by the overall net-price at each College. Increases to cover a portion of core needs through general fund increases each year assist in reducing tuition and fee expansion for students. Additionally, the Colleges' capacity to increase the grant/aid available to students, increases in Pell awards, and ongoing support through programs like the Nebraska Opportunity Grant (NOG) work together to provide low-income students with resources

to decrease their overall debt load at graduation. This goal was set to keep the overall debt load for students at a rate lower than the current trends (suggesting if similar patterns continued to transpire, the average loan amount would exceed \$27,000). To meet this challenge, the Nebraska State College System has set a benchmark of an average loan amount not exceeding \$20,000 by 2025. Even at this level, students earning their degree generate a significant return on investment for these dollars, as the average bachelor's degree holder is projected

to earn more than \$1 million more over their career compared to what can be earned by those only holding a high school diploma.

Progress Toward Goal:

NOTE: *The NSCS was unable to update this metric because the annual data provided by the College Scorecard has not been updated since its publication of 2020-2021 data.*

- Decrease of \$24 in Median Undergraduate Debt (1-Year Δ)
- Increase of \$405 in Median Undergraduate Debt (Baseline Δ)



Photo courtesy of Peru State College

CHADRON STATE COLLEGE

Decreasing Student Debt

Chadron State College continues to optimize its awarding process to ensure qualified students receive scholarships that decrease their out-of-pocket costs. In addition, when working with students on their financial aid, Chadron State counsels students to borrow only what they need. As part of the College's advising plan, advisors encourage students to take 15 credit hours each semester with the goal of graduating in four years, another way to minimize the costs of a degree and reduce student debt. Chadron State remains an affordable and accessible option for students. Additionally, the average indebtedness for Chadron State graduates remains low. The average amount borrowed by students in 2022-23 was \$19,255.

College Level Data

■ CSC ■ PSC ■ WSC ■ Peers

FIGURE 17A: Median Undergraduate Debt at Completion by College

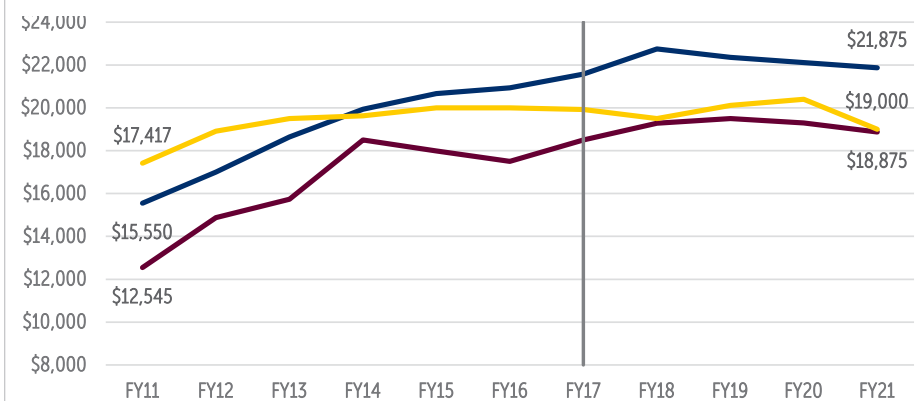


TABLE 17: Median Undergraduate Debt at Completion

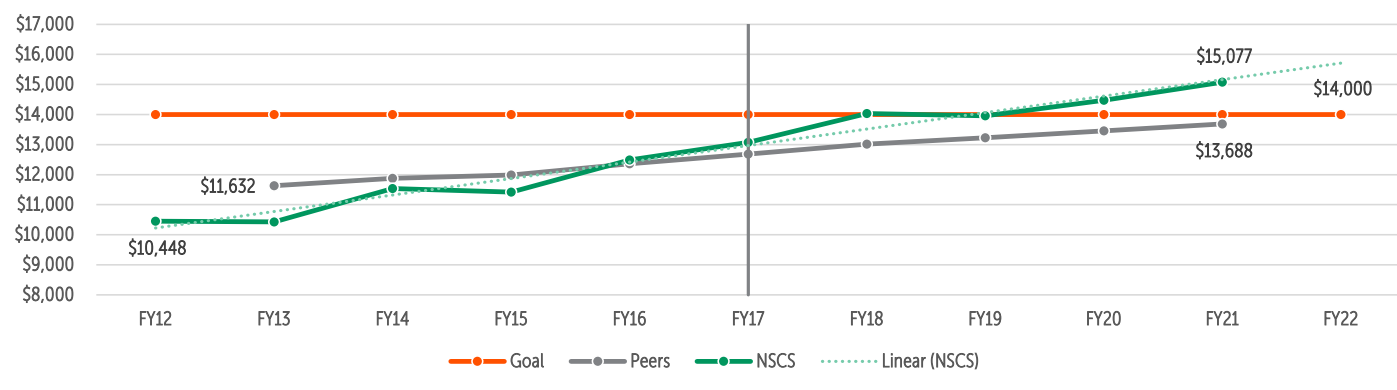
Fiscal Year	CSC	PSC	WSC	System
FY11	\$12,545	\$15,550	\$17,417	\$15,793
FY12	\$14,882	\$17,000	\$18,914	\$17,489
FY13	\$15,733	\$18,640	\$19,500	\$18,338
FY14	\$18,499	\$19,940	\$19,623	\$19,404
FY15	\$17,991	\$20,665	\$20,000	\$19,585
FY16	\$17,500	\$20,940	\$20,000	\$19,541
Baseline FY17	\$18,500	\$21,573	\$19,922	\$19,967
FY18	\$19,277	\$22,750	\$19,500	\$20,183
FY19	\$19,500	\$22,358	\$20,118	\$20,396
FY20	\$19,295	\$22,119	\$20,400	\$20,372

Average Net Price Compared to Peers¹⁰

INDICATOR 18

Net price¹¹ for students and families has increased by roughly 50% during the past decade for the Nebraska State Colleges. The impact of general fund appropriations and increasing costs above the rate of inflation have continued to drive up out-of-pocket costs for students. When compared to the past year, a 4.2% increase in net price has occurred for students. Before FY16, the State Colleges consistently reflected a lower net price when compared to their peer institutions. These institutions have gained considerable ground over the past seven years, with this past year resulting in a lower net price than the State Colleges for the fifth consecutive year.

FIGURE 18: Average Net Price Compared to Peers
Nebraska State College System



Families traditionally evaluate total educational costs by calculating tuition, mandatory fees, room, board, textbooks, and other anticipated living costs incurred. Net price can be assessed by then subtracting the overall grant/aid received from the institution to more accurately calculate the out-of-pocket costs families are likely to incur. Tuition and fee costs can be reduced through ongoing general fund support from the State, while also holding tuition increases in line with standard higher education indexes. Additionally, the capacity for the State Colleges

to draw upon Foundation support through scholarships, strategic use of remissions/waivers, and public/private partnerships can each have a direct impact on increasing the grant/aid available to help hold down the overall net price for students. Not only has the metric increased over the past six years, but the past four years have marked the first instance where the net price for peers was at a lower rate when compared to the State Colleges. The benchmark for this metric has been set at \$14,000 with a goal of not exceeding this level by 2025 and gaining a 13% gap between the

Colleges and their peers. Under current trends during the past decade, this figure was expected to exceed \$16,000 by this same time frame, if strategic efforts were not implemented to help hold the cost down. The 4.2% increase this past year reflects a negative impact on the State Colleges' progress on this particular benchmark.

Progress Toward Goal:

- Increase of \$601 in Net Price (1-Year Δ)
- Increase of \$2,005 in Net Price (Baseline Δ)

WAYNE STATE COLLEGE

Keeping College Affordable

To cater to the diverse student body at Wayne State, the College has implemented 'One Rate at Wayne State.' This initiative aligns non-resident undergraduate tuition with the resident rate, accompanied by additional incentives for non-residents. This strategic move not only fosters inclusivity but also has the potential to contribute to Nebraska's workforce, as graduates may choose to stay in the state. The Nebraska State College Tuition Guarantee further supports undergraduates by bridging the gap between Pell Grant awards and tuition costs for qualified Nebraska residents, ensuring they pay no tuition. This commitment is actualized through federal and state grants, College remissions, or Wayne State Foundation scholarships, embodying Wayne State's dedication to student success and minimizing student debt upon graduation.



Photo courtesy of Chadron State College

College Level Data

CSC PSC WSC Peers

FIGURE 18A: Average Net Price Compared to Peers by College

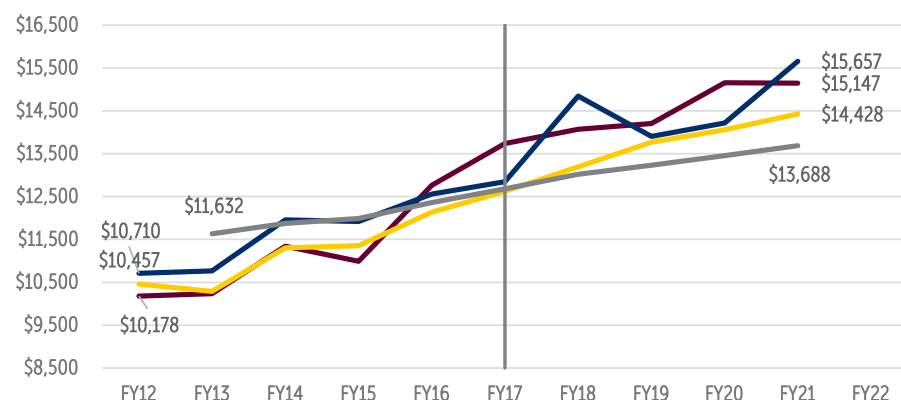


TABLE 18: Average Net Price by College

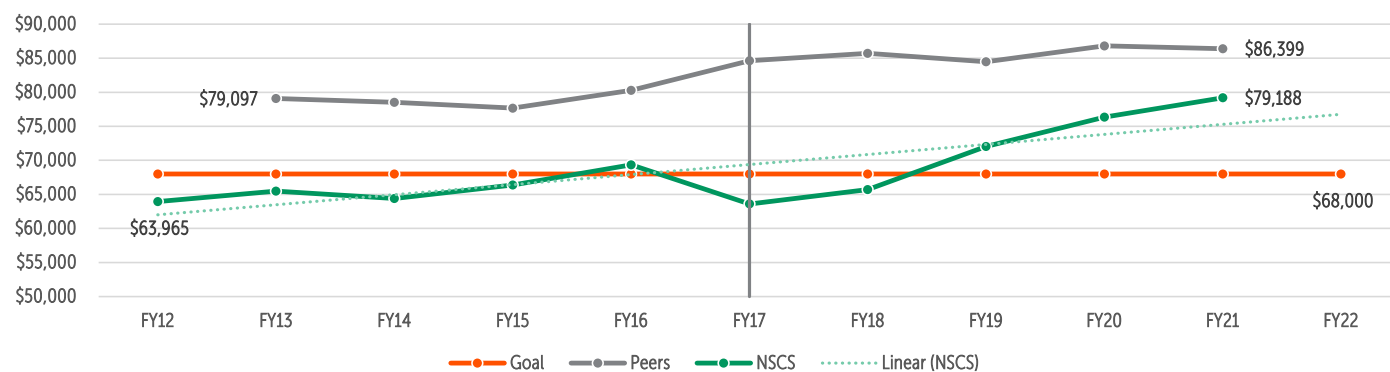
Fiscal Year	CSC	PSC	WSC	System
FY12	\$10,178	\$10,710	\$10,457	\$10,448
FY13	\$10,233	\$10,765	\$10,288	\$10,429
FY14	\$11,344	\$11,955	\$11,307	\$11,535
FY15	\$10,993	\$11,918	\$11,353	\$11,421
FY16	\$12,766	\$12,557	\$12,139	\$12,487
Baseline FY17	\$13,740	\$12,850	\$12,626	\$13,072
FY18	\$14,073	\$14,846	\$13,193	\$14,037
FY19	\$14,203	\$13,902	\$13,770	\$13,958
FY20	\$15,156	\$14,216	\$14,055	\$14,476
FY21	\$15,147	\$15,657	\$14,428	\$15,077

Spending per Degree Compared to Peers

INDICATOR 19

The gap in spending per degree, when compared to its Peer institutions,¹² has decreased significantly over the past year. A gap that was just under \$20,000 for FY18 is now just over \$7,200 for FY21. In addition to this adverse impact on the gap, the State Colleges exceeded the \$68,000 spending per degree goal by over \$11,000, which is the highest amount per degree recorded for the System.

**FIGURE 19: Spending per Degree Compared to Peers
Nebraska State College System**



Several factors can influence the overall spending per degree at colleges and universities. As general fund appropriations remain fixed, an increase in degree production in a given year can have a dramatic impact on reducing the overall cost-to-degree calculation. Additionally, in a year when degree production drops with flat or increasing state appropriations, the inverse occurs, driving up the cost to the College. Enrollment increases, improving persistence and retention rates, providing successful pathways for

transfer students, and increasing on-time degree completion are just a few of the factors that can have a positive impact on improving college cost-to-degree. A set of peer institutions for the State Colleges have been identified by the Coordinating Commission for Postsecondary Education (CCPE) to include colleges/universities that have similar student characteristics, degree programs, and financial support. A gap between spending per degree has decreased between the State Colleges and comparable

peer institutions for the second consecutive year, from 30% in FY18 to just over 9% in FY20, as based upon the National Center for Educational Statistics. The benchmark for this metric was set at \$68,000 while also seeking to maintain this peer spending gap at approximately 25% through 2025.

Progress Toward Goal:

- Increase of \$2,841 in Spending per Degree (1-Year Δ)
- Increase of \$15,595 in Spending per Degree (Baseline Δ)



Photo courtesy of Wayne State College

PERU STATE COLLEGE

A Tradition of Fiscal Responsibility

An affordable education ensures students across the State have access to quality education and strengthens opportunities for student success. For Nebraska families, cost remains a vital factor for new and transfer college students. For example, the careful fiscal management of Peru State College's services, ultimately providing more completed degrees for the dollars spent, maximizes the State's investment.

As a responsible steward of both student tuition dollars and taxpayer dollars from the State of Nebraska, Peru State College consistently leads its peers in reducing spending per degree. The College has been and continues to be creative in streamlining processes while finding opportunities to provide a meaningful and engaging education for students.

College Level Data

■ CSC ■ PSC ■ WSC ■ Peers

FIGURE 19A: Spending per Degree Compared to Peers by College

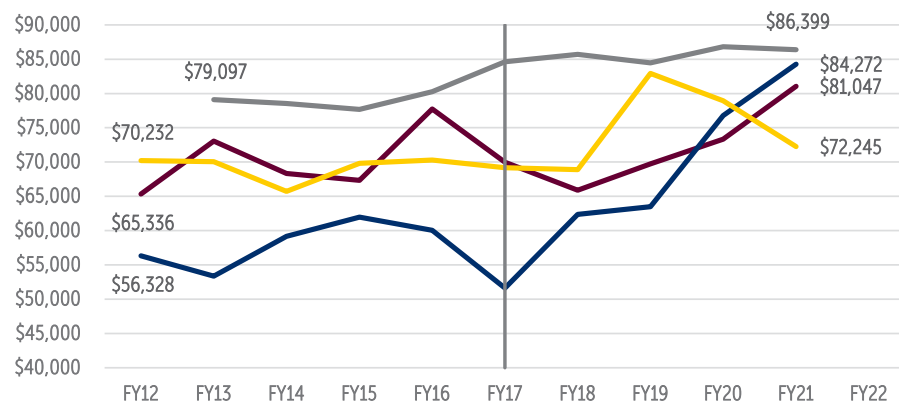


TABLE 19: Spending per Degree Compared by College

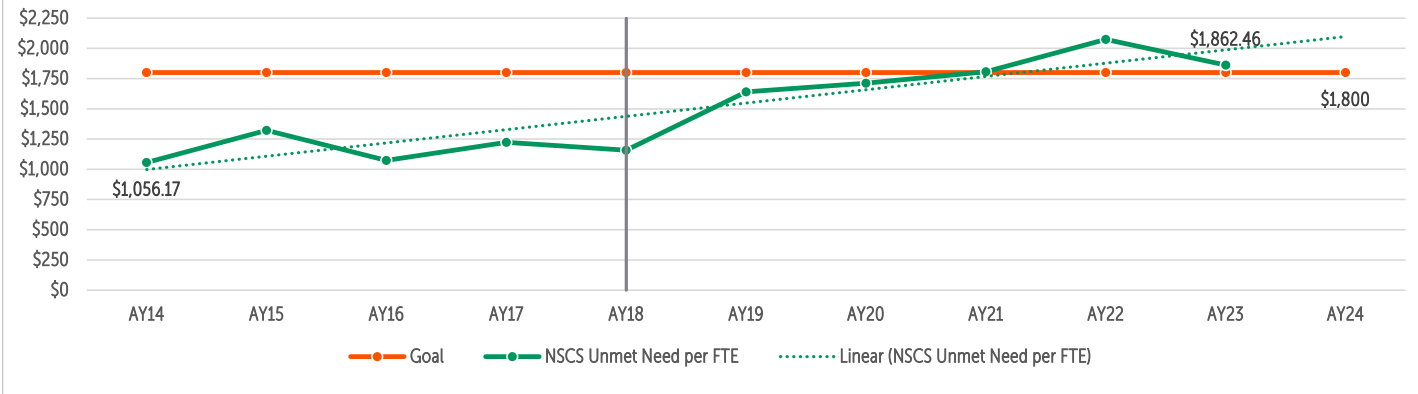
	Fiscal Year	CSC	PSC	WSC	System
	FY12	\$65,336	\$56,328	\$70,232	\$63,965
	FY13	\$73,049	\$53,346	\$70,057	\$65,484
	FY14	\$68,331	\$59,158	\$65,722	\$64,404
	FY15	\$67,335	\$61,975	\$69,815	\$66,375
	FY16	\$77,722	\$60,066	\$70,282	\$69,357
Baseline	FY17	\$69,982	\$51,624	\$69,172	\$63,593
	FY18	\$65,910	\$62,363	\$68,904	\$65,726
	FY19	\$69,718	\$64,184	\$82,927	\$72,276
	FY20	\$73,335	\$76,775	\$78,931	\$76,347
	FY21	\$81,047	\$84,272	\$72,245	\$79,188

Student Unmet Need per Resident Student FTE

INDICATOR 20

The amount of unmet student need for each year is based upon the Unmet Needs Report each State College completes and submits to the Coordinating Commission for Postsecondary Education (CCPE), as compared to the resident student FTE for that year. These numbers reflect the total amount of unmet need for students attending the NSCS. Over the past decade, this estimate of unmet need per resident student FTE has steadily grown, with an overall increase of 75% since AY13. The State Colleges total unmet need fell to \$7.6 million in unmet need for students in AY23 and \$1,862 per FTE.

FIGURE 20: Student Unmet Need per Resident Student FTE Nebraska State College System



For students, the difference between the combined grant/aid offers and the cost of attendance is referred to as Unmet Need. Traditionally an estimate of the Expected Family Contribution (EFC) is used in determining how much a family should be able to contribute to its student's educational costs. The EFC represents a measure of a family's financial strength (taxed and untaxed income, assets, benefits, etc.) and is calculated using a standard formula established by the U.S. Department of Education. As the overall Cost of Attendance (COA) which is the calculation of

all related educational expenses, including tuition, fees, room, board, textbooks, and miscellaneous costs, has increased, families have an increasingly difficult time filling the growing gap between COA and the grant/aid available at their students' colleges. Programs like the Nebraska Opportunity Grant and College need-based scholarship programs serve a valuable role in helping to fill the growing gap in unmet need. However, increases in federal Pell awards have not kept pace with increases in the average COA. Yet, the percentage of Pell-eligible students in the Nebraska

State College System has remained consistent at around 40% over the past several years. This benchmark was set at \$1,800 per resident student FTE to increase efforts by the Colleges and with the State to hold the line on unmet need for Nebraska students into 2025.

Progress Toward Goal:

- Decrease of \$211 in Student Unmet Need per Resident FTE (1-Year Δ)
- Increase of \$705 in Student Unmet Need per Resident FTE (Baseline Δ)

WAYNE STATE COLLEGE

Scholarships Help Meet Student Need

In response to its inaugural Strategic Enrollment Plan, Wayne State College prioritized renewable scholarships for first-time freshmen, aiming to strategically attract and retain students. The College streamlined the scholarship process with a user-friendly online application, assessing applicants based on standard higher education criteria (ACT/GPA) to determine award amounts. Funding is sourced from institutional resources and donor-backed foundation scholarships. Annual evaluations ensure scholarships optimize recruitment and align with the College's mission of delivering an accessible and affordable 4-year education. Notably, scholarship recipients exhibit a consistent 10% higher retention rate for full-time, first-time freshmen returning for their sophomore year over the past three years, affirming the program's positive impact on student enrollment and success.



Photo courtesy of Chadron State College

College Level Data

■ CSC ■ PSC ■ WSC ■ Peers

FIGURE 20A: Student Unmet Need per Resident Student FTE by College

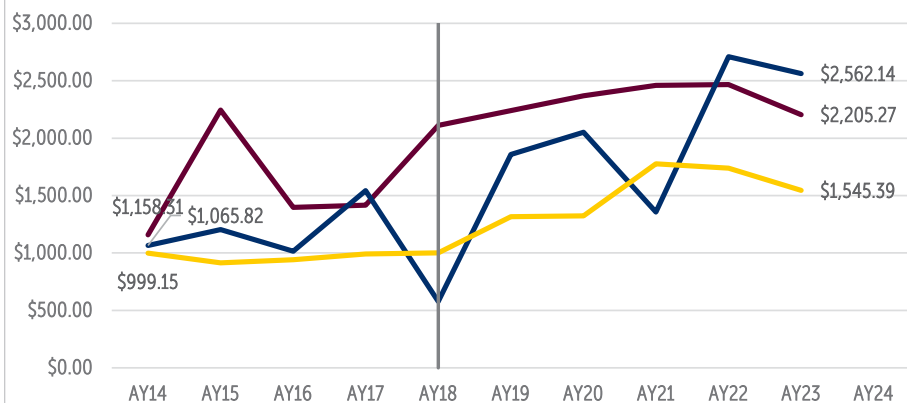


TABLE 20: Student Unmet Need per Resident Student FTE

Academic Year	CSC	PSC	WSC	System Average	Total Unmet Need
AY14	\$1,158.31	\$1,065.82	\$999.15	\$1,056.17	\$4,934,431
AY15	\$2,245.77	\$1,204.78	\$914.23	\$1,322.79	\$6,102,018
AY16	\$1,398.22	\$1,016.04	\$942.11	\$1,072.51	\$4,888,518
AY17	\$1,415.80	\$1,543.71	\$991.09	\$1,222.83	\$5,344,981
Baseline AY18	\$2,112.30	\$578.23	\$1,000.83	\$1,156.67	\$4,594,287
AY19	\$2,238.96	\$1,858.30	\$1,315.46	\$1,640.71	\$6,475,895
AY20	\$2,368.36	\$2,052.05	\$1,322.88	\$1,712.59	\$6,810,962
AY21	\$2,460.04	\$1,357.33	\$1,776.62	\$1,806.92	\$7,162,615
AY22	\$2,466.78	\$2,709.48	\$1,739.61	\$2,074.07	\$8,551,380
AY23	\$2,205.27	\$2,562.14	\$1,545.39	\$1,862.46	\$7,645,416

ENDNOTES

- 1 As defined by the National Center for Education Statistics (NCES) to represent “A measure of the rate at which students persist in their educational program at an institution, expressed as a percentage. For four-year institutions, this is the percentage of first-time bachelors (or equivalent) degree-seeking undergraduates from the previous fall who are again enrolled in the current fall.”
- 2 The Consortium for Student Retention Data Exchange (CSRDE) is an association of two-year and four-year institutions with the common goal of achieving the highest possible levels of student success through collaboratively sharing data, knowledge and innovation. Additional information about the CSRDE can be found at <http://csrde.ou.edu>.
- 3 Six-year graduation rates for open access institutions was at 29.7% for the most recent cohort according to data provided with the IPEDS Analysis Dashboard (<https://www.nscs.edu/for-nebraska/dashboards/ipeds-analysis>).
- 4 Results from the National Association of Colleges and Employers (NACE) Internship and Co-op Survey found that approximately 68.3% of 2020–21 college interns received an offer for full-time positions as a result of the internship and 75.5% accepted those positions.
- 5 These are annual data for each fiscal year, which includes fall, spring and trailing summer and represent an average based on workload reports prepared at each of the individual Colleges. The proposed 16:1 ratio represents a desired average for class size across the Nebraska State College System with recognition that instances will exist where smaller class sizes will be necessary to align with negotiated workload, and accreditation requirements. The inverse is also true, where large lecture sections will still be used to deliver course content when this method is warranted pedagogically.
- 6 During the 2018-19 academic year, College Presidents engaged with stakeholders and industry representatives across Nebraska to identify critical degree programs that are necessary for meeting workforce shortages. The areas identified include degree programs in Rangeland Management, Business Administration, Education, Industrial Technology, Computer Science, and Criminal Justice.
- 7 Using a conservative 2.5 multiplier to estimate the effect of one dollar in the economy that changes hands several times, the following is an estimate of that economic impact of the NSCS budget, mainly in rural Nebraska.
- 8 A conservative calculation of a per-student expenditure rate of \$75 per week along with the 2.5 multiplier and a conservative enrollment estimate also provides additional funds spent in the local area during the academic year.
- 9 These figures include federal loan programs such as Perkins and Stafford Subsidized and Unsubsidized.
- 10 Along with its sister institutions, the State Colleges use the following CCPE Peer Institutions:
 - Black Hills State University,
 - Concord University,
 - Eastern Oregon University,
 - Emporia State University,
 - Fairmont State University,
 - Minot State University,
 - Northern State University,
 - Northwest Missouri State University,
 - Northwestern Oklahoma State University,
 - Southwest Minnesota State University,
- 11 Total cost to cover the average total net price for individual students is calculated by using IPEDS data for first-time degree/certificate seeking undergraduate students who graduated from high school in the past 12 months and are U.S. residents. Bureau of Labor Statistics data were used to determine CPI indicators for this metric.
- 12 Along with its sister institutions, the State Colleges use the following CCPE Peer Institutions:
 - Black Hills State University,
 - Concord University,
 - Eastern Oregon University,
 - Emporia State University,
 - Fairmont State University,
 - Minot State University,
 - Northern State University,
 - Northwest Missouri State University,
 - Northwestern Oklahoma State University,
 - Southwest Minnesota State University,
 - Truman State University,
 - University of Wisconsin-River Falls,
 - Valley City State University,
 - West Liberty University, and
 - Western State Colorado University.

APPENDIX 1: DATA SOURCES FOR PERFORMANCE INDICATORS

1: Student Retention Rates

IPEDS Retention Rates based on October 15th Snapshot Enrollment data, provided annually by College Institutional Research (IR) Lead in Strategic Planning Worksheet (Tab 1).

2: Pell-Eligible Student Retention Rates

IPEDS Retention Rates based on October 15th Snapshot Enrollment and Financial Aid data, provided annually by College IR Lead in Strategic Planning Worksheet (Tab 1).

3: Undergraduate Degree Completion Rates (6-Year)

IPEDS Graduation Rates based on October 15th Snapshot Graduation data, provided annually by College IR Lead in Strategic Planning Worksheet (Tab 1).

4: Pell-Eligible Undergraduate Degree Completion Rates (6-Year)

IPEDS Graduation Rates based on October 15th Snapshot Graduation and Financial Aid data, provided annually by College IR Lead in Strategic Planning Worksheet (Tab 1).

5: Total Degrees Awarded, Undergraduate/Graduate

IPEDS Graduate Data based on Fiscal Year (leading Summer, Fall, Spring), provided annually by College IR Lead in Strategic Planning Worksheet (Tab 3).

6: Total Degrees Awarded, Transfer Students

IPEDS Graduate Data disaggregated by College

tracking of Transfer Students, based on Academic Year (Fall, Spring, trailing Summer), provided annually by College IR Lead in Strategic Planning Worksheet (Tab 4).

7: Students Completing Academic Experiential Learning Activities

College tracking of student enrollments for all academic courses that involve experiential learning activities, provided annually by College IR Lead in Strategic Planning Worksheet (Tab 5).

8: Capital Investment in Infrastructure that Supports Student Learning

Data are pulled from the Additions to Capital Assets. The NSCS column agrees to the Audit Report (FN#3 Capital Assets) Total Capital Assets – Additions column. The breakout by College is pulled from the summary worksheet used for the footnote.

9: Student to Faculty/Staff FTE Ratios

Student and Faculty FTE Data as reported annually by College IR Leads on the Instructional Load Report. Staff FTE as reported by System Office staff and includes Non-Union Professionals, NSCPA Professionals, Non-Union Support Staff and NAPE Support Staff.

10: Distribution of Instruction Delivered by Full-Time Faculty

Distribution percentages of instruction delivered by Full-Time Faculty vs. Others, with Full-Time Faculty defined as those holding rank of Professor, Associate Professor, Assistant Professor, and Instructor. Data as

reported annually by College IR Lead on the Instructional Load Report.

11: Overall Undergraduate Completer Placement in Nebraska

IPEDS Graduation Data which is then matched with Nebraska Department of Labor Data, requested annually by the NSCS.

12: Undergraduate Completer Placement in Targeted Workforce Areas

IPEDS Graduation Data for specific programs identified as targeted workforce areas, which is then matched with Nebraska Department of Labor Data, requested annually by the NSCS.

13: Overall Student Enrollment

IPEDS Enrollment Data based on October 15th Snapshot data, provided annually by College IR Lead in Fall Enrollment Report.

14: Enrollment Growth in Targeted Workforce Programs

Enrollment Data pulled from Quantitative Annual Reports (QARs) specific to programs aligned to targeted workforce areas, provided annually by College IR Lead. Disaggregation and computation of these data can be found in the Strategic Planning Workforce Program Data Worksheet.

15: Economic Multiplier for Region/State

A multiplier of 2.5 is applied to 1) the total budget for each College and the System Office (from preliminary distribution of Funds) and 2) an Estimate of Student Annual Expenditures in the Community multiplied by Student FTE.

These two amounts are totaled to arrive at the economic impact.

16: Percentage of Funding (General Fund vs. Net Tuition)

Overall percentage of the NSCS budget appropriated by the Legislature versus amount collected through tuition charges.

17: Median Undergraduate Debt at Completion

Data pulled annually from College Scorecard Raw Data Document. The specific fields are GRAD-DEBT-MDN (Column BEW) and GRAD-DEBT-N (Column BFK). Amounts include only federal loans. (<https://collegescorecard.ed.gov/data/>)

18: Average Net Price Compared to Peers

IPEDS Data provided in NSCS IPEDS Analysis Data Tool Dashboard, specific to measure "Cost & Aid: Average Net Price".

19: Spending Per Degree Compared to Peers

IPEDS Data provided in NSCS IPEDS Analysis Data Tool Dashboard, specific to measure "Efficiency: Total Spending per Degree".

20: Student Unmet Need per Resident Student FTE

Data pulled annually from College Nebraska Opportunity Grant (NOG) Expenditures Report, submitted each year to the CCPE, as compared to Undergraduate Resident Student FTE data submitted each year in annual Enrollment Reports.

APPENDIX 2: STRATEGIC PLAN SCORECARD UPDATE (YEAR 5)

			1-Year Δ	Baseline Δ
GOAL: Student Success and Completion				
INDICATOR 1:	Student Retention Rates		1.3% ●	3.5% ●
INDICATOR 2:	Pell-Eligible Student Retention Rates		3.1% ●	0.9% ●
INDICATOR 3:	Undergraduate Degree Completion Rates (6 Year)		1.4% ●	4.7% ●
INDICATOR 4:	Pell-Eligible Undergraduate Degree Completion Rates (6 Year)		-0.9% ●	2.9% ●
INDICATOR 5:	Total Degrees Awarded, Undergraduate/Graduate		12 ●	51 ●
INDICATOR 6:	Total Degrees Awarded, Transfer Students		-12 ●	-53 ●
GOAL: Institutional & Academic Quality				
INDICATOR 7:	Students Completing Academic Experiential Learning Activities		74 ●	109 ●
INDICATOR 8:	Capital Investment in Infrastructure that Supports Student Learning		\$3.7M ●	\$47,991 ●
INDICATOR 9:	Student to Faculty/Staff FTE Ratios		-0.21% ●	-0.38% ●
INDICATOR 10:	Distribution of Instruction Delivered by Full-Time Faculty		-1.1% ●	-3.4% ●
Workforce and Economic Impact				
INDICATOR 11:	Overall Undergraduate Resident Completer Placement in Nebraska		-1.3% ●	-1.0% ●
INDICATOR 12:	Undergraduate Resident Completer Placement in Targeted Workforce Areas		0% ●	0.9% ●
INDICATOR 13:	Overall Student Enrollment		-2.3% (-203) ●	5.6% (457) ●
INDICATOR 14:	Enrollment Growth in Targeted Workforce Programs		2.1% (88) ●	2.8% (114) ●
INDICATOR 15:	Economic Multiplier for Region/State		\$11.9M ●	\$84.2M ●
Access and Affordability				
INDICATOR 16:	Percentage of Funding (General Fund vs. Net Tuition)	% General Fund:	2.6% ●	3.9% ●
		% Tuition:	-2.6% ●	-3.9% ●
INDICATOR 17:	Median Undergraduate Debt at Completion		-\$24 ●	\$405 ●
INDICATOR 18:	Average Net Price Compared to Peers		\$601 ●	\$2,005 ●
			4.2% ●	15.3% ●
INDICATOR 19:	Spending Per Degree Compared to Peers		\$2,841 ●	\$15,595 ●
			3.7% ●	24.5% ●
INDICATOR 20:	Student Unmet Need per Resident Student FTE		-\$211 ●	\$705 ●

STRATEGIC PLAN TASK FORCE

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NEBRASKA STATE COLLEGE SYSTEM

Dr. Paul Turman
Chancellor

Marjean Terrell
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Dr. Deborah Frison
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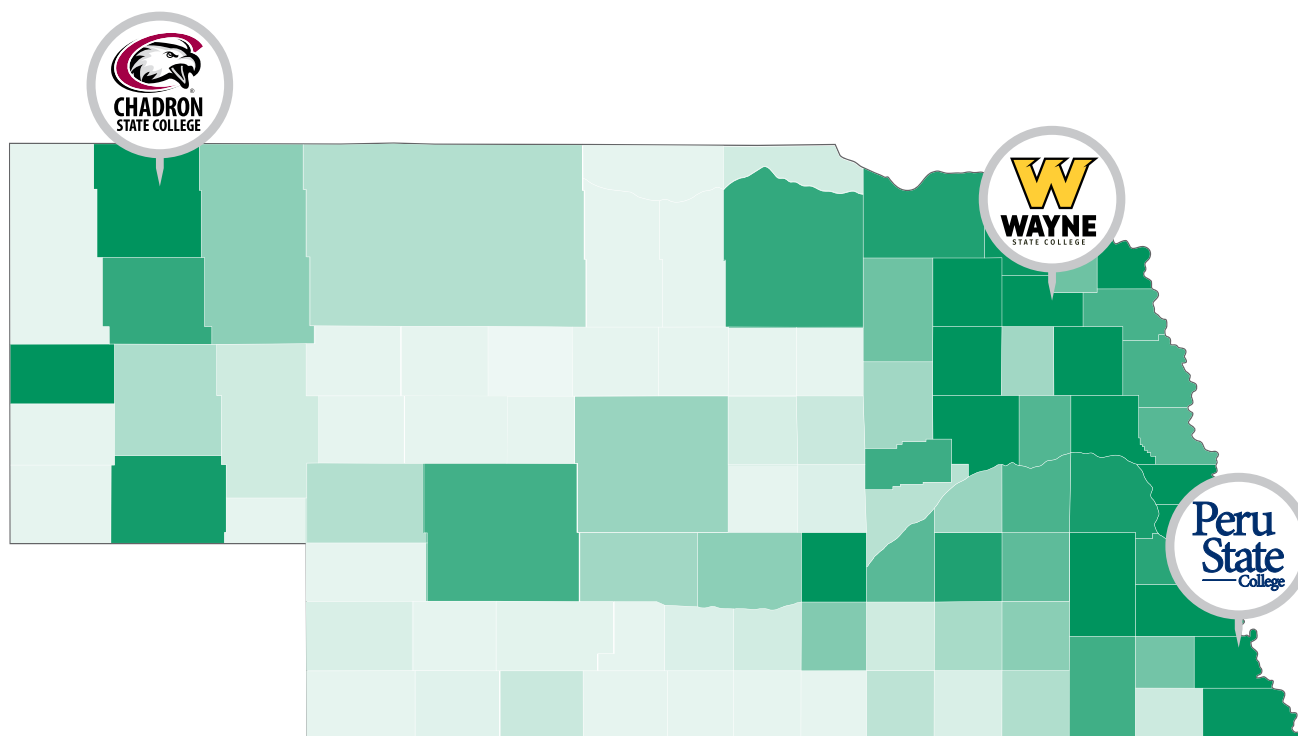
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